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## Jewish population genetics and intelligence revisited

[Kevin MacDonald](#), October 25, 2013

When I reviewed the data on Jewish population genetics for my 1994 book, ***A People That Shall Dwell Alone***, the take home message was that Jews were a Middle Eastern group. But that was before the massive improvements in population genetic methods of recent years. One would think that this would result in a clear picture, but that has not been the case. Data showing a [strong Middle Eastern connection](#) was challenged by a paper [championing](#) the Khazar hypothesis.

I can't tell you how many people have sent me emails urging me to endorse the Khazar hypothesis, the logic being that if the Khazar hypothesis is true, then Jews have no biological link to Israel.

But my population genetics guru was quite skeptical about that paper, and now a new [paper](#) by Marta Costa et al. puts yet another spin on Ashkenazi origins by finding that around 80% of their mitochondrial DNA has a prehistoric European origin and ruling out the Khazar hypothesis. The new results would likely indicate that the Ashkenazim would be less Near Eastern and more European, so fans of the Khazar hypothesis may have something to cheer about after all.

Combined with previous Y chromosome studies indicating that the male line is Middle Eastern, the results suggest a scenario in which Jewish males married European females after traveling to Europe. This has happened elsewhere, as with the [Lemba](#).

This study is getting good reviews, but of course we have to remain open to new findings. Science marches onward.

But taking these results at face value, one might hope that Ashkenazi Jews would feel more kinship with Europe rather than the characteristic posture of [hostile outsiders](#) adopted by the organized Jewish community and very common among Ashkenazi Jews generally. But I won't hold my breath. Such attitudes are far more influenced by social identity processes, which are not sensitive to genetic differences, and according to which Christian Europe is a hated outgroup because of its perceived past history of little more than expulsions and persecution.

Nor do the new findings alter the conception of Judaism as a genetically closed group, with all that implies for an evolutionary analysis of between-group competition. After the original matings in the ancient world, the walls were erected; the new findings indicate very little mtDNA from Eastern Europe.

Greg Cochran's blog "[Jewish Moms](#)" discusses the implications of the new study for theories of Jewish IQ:

Charles Murray suggested that selection leading to higher intelligence in Jews occurred a long time ago, as far back as the Babylonian Captivity. That's not true .... It never made any sense, because there's not a scintilla of evidence that Jews in Classical times were smarter than the average bear – but the Ashkenazim

being half Italian crushed it yet again. If ancestral Jews had the genetic IQ magic, the Ashkenazim should be watered-down, closer to the European norm: but they're not.

Lots of European admixture does not contradict our model of the evolution of superior Ashkenazi intelligence, because we think that the relevant selection occurred well *after* that admixture, during a period in which inward gene flow among the Ashkenazim was very low – as evidence by the fact that this study found plenty of Italian mtDNA, but little from Eastern Europe.

I think Cochran is wrong about this. The theory I developed in my 1994 book, ***A People That Shall Dwell Alone*** is pretty much the same as Murray's, and I have previously commented on Cochran's theory and Murray's article (see "[Jewish intelligence](#)"). There are two basic problems with the theory: There is in fact good reason to believe that Jews were quite intelligent in the ancient world; and the theory ignores the accomplishments of the Sephardic Jews in Spain. Just for the record, I'll repeat the argument here, slightly elaborated.

If you look at Jewish religious writings, such as the Mishnah (2nd century AD) and the Talmuds (4th and 6th century), their elites were at a very high level. And it should be remembered that until the Enlightenment, the vast majority of Jewish scholarship was directed within the Jewish community, rather than at science or philosophy.

Jews were not part of the public culture of the ancient Greco-Roman world, but rather lived in their own very inward-looking communities. As a result, Jewish intelligence may not have been apparent to non-Jews. In the ancient world, Jewish education was the norm and the system where scholars benefited from advantageous marriages was already in place.

Talmud: "For marriage, a scholar was regarded . . . as more eligible than the wealthy descendant of a noble family"; Baron (1952b, 221) notes that in Talmudic times wealthy men selected promising scholars as sons-in-law and supported them in their years of study). The Tannaim did not tire of reiterating the advice that "under all circumstances should a man sell everything he possesses in order to marry the daughter of a scholar, as well as to give his daughter to a scholar in marriage. . . . Never should he marry the daughter of an illiterate man" (Baron 1952b, 235).

"A girl with a good pedigree, even if she be poor and an orphan, is worthy to become wife of a king" (Midrash Num. R.i, 5; quoted in Feldman 1939, 34). ... Feldman interprets the *k'tsitsah* (severance) ceremony, described in b. Kethuboth 28b, as intended to show the extreme care the rabbis took to ostracize anyone who had contracted a marriage not made according to eugenic principles.<sup>7</sup> A barrel of fruit was broken in the market place in order to call attention to the event, and the following words spoken:

"Listen ye our brethren! A. B. married an unworthy wife, and we fear lest his offspring mingle with ours; take ye therefore an example for generations to come that his offspring may never mix with ours." (PTSDA, Ch. 7, p. 18ff)

Consistent with high intelligence, the historical record supports the idea that Jews were quite successful economically in the ancient world. After the failed rebellions against the Romans during the 1st and 2nd century, Jews achieved a very prominent economic position in the Roman Empire and dominated some industries, so the familiar pattern of Jews as an elite group was well underway at that time. Consider, for

example, the following passage from ***Separation and Its Discontents***: Bachrach (1985) suggested that the Jews were so wealthy, powerful, and aggressive that until around the middle of the 5th century the government viewed a strong anti-Jewish policy as not politically viable, even though it was continually being pressured in this direction by the Church. The rather limited anti-Jewish actions of the government during the 150 years following the Edict of Toleration of 313 are interpreted "as attempts to protect Christians from a vigorous, powerful, and often aggressive Jewish gens" (Bachrach 1985, 408). The Jews themselves were perceived by the emperors, the government, and the Church fathers as "an aggressive, well-organized, wealthy, and powerful minority" (p. 408). Particularly revealing are the suggestion that the solvency of the municipalities depended on Jews paying their taxes and the fear that offending the Jews could set off widespread and costly revolts, such as the one led by Patricius in 351. Bachrach, B. S. (1985). The Jewish community in the Later Roman Empire as seen in the Codex Theodosianus. In "To See Ourselves as Others See Us": *Christians, Jews, "Others" in Late Antiquity*, ed. J. Neusner & E. S. Frerichs. Chico, CA: Scholars Press. In short, Jews in the ancient world had all of the characteristics associated with later Ashkenazi populations: Economic pre-eminence, an occupational profile emphasizing business, finance, trading, and manufacturing, high levels of education, and a scholarly elite producing complex, religious writing. Scholarship was an excellent means to achieve upward mobility and presumably greater than average reproductive success.

These traits also characterized the Sephardim who are ignored by Cochran. It's a complex picture, but any good theory has to deal with the complete dominance of Spain by the New Christians (economic, political, and intellectual) after the "conversions" of the early 15th century. This group remained influential in Amsterdam and elsewhere, but they gradually lost their

grip in Spain because of the Inquisition. They became separated from the wider Jewish community—mainly the lower classes of Jewish society—after the expulsion of 1492. This was a dysgenic event for that group, and their descendants do not seem especially accomplished. This is a passage from Ch. 7 of ***A People that Shall Dwell Alone***:

Jews who continued to practice Judaism in Spain during the 15th century and were subsequently expelled in 1492 were less educated and less economically successful than their Converso brethren who remained to endure the wrath of the Inquisition. In this case, the less wealthy Jews certainly suffered fewer casualties and eventually were able to emigrate to North Africa or the Levant. Eventually, the Levantine Sephardim underwent a distinct atrophy of their culture..., while the descendants of the Conversos continued their highly elite and exclusivist profile on the international economic scene. When these Levantine Sephardim immigrated to the United States in the 20th century, they exhibited much higher rates of illiteracy, alcoholism, prostitution, and wife abandonment than did the Ashkenazim (Sachar 1992, 338). While the Ashkenazim were quickly upwardly mobile in American society, the Sephardim achieved only "a modest economic foothold" and were more likely to engage in lower-status occupations (Sachar 1992, 340).

My view is that the Jewish population of Spain had all the characteristics of Ashkenazi populations, including the emphasis on Jewish scholarship and favorable marriages for scholars. The Conversos were at least as accomplished as Ashkenazi groups and dominated Spain at least until the Inquisition and even for quite a while thereafter.

[http://www.theoccidentalobserver.net/2013/10/jewish-population-geneticsandintelligencevisited/?utm\\_source=feedburner&utm\\_medium=email&utm\\_campaign=Feed%3A+theoccidentalobserver%2Ffeed+%28The+Occidental+Observer%29](http://www.theoccidentalobserver.net/2013/10/jewish-population-geneticsandintelligencevisited/?utm_source=feedburner&utm_medium=email&utm_campaign=Feed%3A+theoccidentalobserver%2Ffeed+%28The+Occidental+Observer%29)

## THE BATTLE OF THE WILLS – World War Two continues...

**Joe Sobran on the dialectic used by Jews to suppress others:**

"You must only ever write of us as a passive, powerless, historically oppressed minority, struggling to maintain our ancient identity in a world where all the odds are against us, poor helpless us, poor persecuted and beleaguered us! Otherwise we will smash you to pieces.' Jews have power and use it to punish those they perceive as enemies. This is what they call 'promoting tolerance' and 'combating hate'".

## The return of the green Nazi

Andrew Bolt, 8 July 2013

As I have often warned, the far Left is actually closely related to the far Right. Both believe in sacrificing individuals to the collective, reason to romance.

One example I've mentioned a [couple of times](#):

*The Nazis drew heavily on a romantic, anti-science, nature worshipping, communal and anti-capitalist movement that tied German identity to German forests. In fact, Professor Raymond Dominick notes in his book, The Environmental Movement in Germany, two-thirds of the members of Germany's main nature clubs had joined the Nazi Party by 1939, compared with just 10 per cent of all men. The Nazis also absorbed the German Youth Movement, the Wandervogel, which talked of our mystical relationship with the earth.*

*Peter Staudenmaier, co-author of Ecofascism: Lessons from the German Experience, says it was for the Wandervogel that the philosopher Ludwig Klages wrote his influential essay Man and Earth in 1913. In it, Klages warned of the growing extinction of species, the destruction of forests, the genocide of aboriginal peoples, the disruption of the ecosystem and the killing of whales. People were losing their relationship with nature, he warned.*

*Heard all that recently? I'm not surprised. This essay by this notorious anti-Semite was republished in 1980 to mark the birth of the German Greens—the party that inspired the creation of our own Greens party. Its message is much as Hitler's own in Mein Kampf: "When people attempt to rebel against the iron logic of nature, they come into conflict with the very same principles to which they owe their existence as human beings. Their actions against nature must lead to their own downfall."*

[Now another example:](#)



*Reuters photographer Carlos Barria spent time documenting Mongolian neo-Nazi group Tsagaan Khass, one of several ultra-nationalist groups that have expanded in the country. The 100-*

*plus members of Tsagaan Khass have recently shifted their focus from activities such as attacks on women it accuses of consorting with foreign men to environmental issues. The group is rebranding itself now as an environmentalist organization fighting pollution by foreign-owned mines, seeking legitimacy as it sends Swastika-wearing members to check mining permits. (Thanks to reader Nilk.)*

### Have Your Say

Bolt world - where the term denier is offensive yet Green nazi is fine.

Andrew you do realise that when people think of the Far right they have you in mind?

[David S of Melbourne \(Reply\)](#)

**Mon 08 Jul 13 (11:36am)**

**MattR** replied to David S

**Mon 08 Jul 13 (01:56pm)**

Denier is offensive, Greens are socialists like the National Socialist party.

Stop whining, the facts don't care about your opinions.

**newchum** replied to David S

**Mon 08 Jul 13 (01:59pm)**

Can we just invoke Godwin's Law on this thread?

It does not one any credit.

**James** replied to David S

**Mon 08 Jul 13 (02:22pm)**

Not me.

To those of us who never went to uni Bolt is a leftie Dave.

Should get yourself out and speak to the average bloke sometime.

**watty** replied to David S

**Mon 08 Jul 13 (02:35pm)**

*Andrew you do realise that when people think of the Far right they have you in mind?*

You poor deluded soul. A former Labor advisor now a member of the Far right?

Lay off the toking mate....your paranoia is reaching dangerous levels.

**year of the dragon** replied to David S

**Mon 08 Jul 13 (02:37pm)**

Denier is a deliberate attempt to smear moderate people (like me) with legitimately different views as being morally equivalent to people who deny the holocaust occurred.

It is demonstrably true, unless you can prove otherwise, that all people who don't agree with AGW accept as fact that the holocaust occurred.

As well as being demonstrably true many fascist groups believe in nature worship it is also demonstrably true that

even those greens that don't identify as fascists believe that dissenting views should be silenced and that democracy should be suspended.

So, in summary, zero AGW sceptics deny the holocaust occurred and many climate activists are actual fascists or have fascist ideologies.

Whilst I would never dream of suggesting that you should be prevented from saying your piece, for your own sake, perhaps have a think before you put pen to paper.

**Wake up Australia** replied to David S

**Mon 08 Jul 13 (02:37pm)**

So in your world what do you actually call a person who wears swastika insignia (therefore a Nazi) and aggressively pursues an environmental agenda (therefore Green)?? If you are going to simply abuse someone for not being a Leftard like you at least try and employ some logic.

**Pi** replied to David S

**Mon 08 Jul 13 (02:39pm)**

What "people" are you referring to, David? You are certainly not speaking for me. You certainly are not speaking for the majority of people. Or are you referring to the popular saying in leftwing circles: "everyone is equal but some are more equal? And you are one of the ones who knows what is "best" for "people"? Who give you the right to determine what I think? Interestingly all those communist paradises have to build walls to keep people in, funny enough people are willing to risk their lives on leaky boats to come to our capitalist paradise and we almost have to erect wall to keep people out. So you

were saying? 🤔

**Frederico** replied to David S

**Mon 08 Jul 13 (02:49pm)**

The face of a politician is like the dial on a clock, the far left is hardly indiscernible from the far right. I prefer the 6 O'clock position just, as I'm pretty sure, Andrew Bolt does.

**Leo G** replied to David S

**Mon 08 Jul 13 (02:54pm)**

The reference was to "green Nazi", not "Green nazi". What the offence in applying the term green Nazi to an explicitly neo-Nazi group that has also branded itself as an environmental organisation?

On the other hand, the term "denier" often appears to be merely an 'ad hom' tool for trolls.

**Tropical Pom** replied to David S

**Mon 08 Jul 13 (03:00pm)**

You see David everyone perceives situations differently because I see Bolt as a handwringing luvvie who is vaguely to the right of mainstream lefties.

**Lorre** replied to David S

**Mon 08 Jul 13 (03:01pm)**

Not Andrew's term fool ...

*The group is rebranding itself now as an environmentalist organization fighting pollution by foreign-owned mines, seeking legitimacy as it sends Swastika-wearing members to check mining permits.*

What should we call a group wearing swastika's?

Isn't this what we have been saying all along re the Greens? Clear as the nose on your face what our Greens were/are up to - We can only hope they never get another chance to crucify our beautiful country and our natural resources industries.

[vicki \(Reply\)](#)

**Mon 08 Jul 13 (11:42am)**

Hitler had pact with Stalin. The aims of authoritarian dictatorships are identical regardless of ideology. Oppression of the people -

controlling their lives and censoring dissent in a brutal manner if required.

[deric d \(Reply\)](#)

**Mon 08 Jul 13 (11:47am)**

**Mr. Jordon** replied to deric d

**Mon 08 Jul 13 (12:44pm)**

Hitler had pact with Stalin

And do you know why?

Because Chamberlain turned Stalin down when he try to set up a pact to contain the NAZIS in 1938.

Churchill goes into it in the first volume of history of WWII. Churchill was furious that Chamberlain and co had screwed up so badly. He believed that had the pact taken place WWII may never have happened.

But of course you would have know this had you ever read a book on WWII. But it appears that you would rather just make stuff up because it sounds good.

**Ombudsman** replied to deric d

**Mon 08 Jul 13 (01:53pm)**

Mr. Jordon replied to deric d

And do you know why?

You obviously do not. But then again, you are truly obtuse about a great many things.

**MattR** replied to deric d

**Mon 08 Jul 13 (02:00pm)**

Mr. Jordon replied to deric d

**Mon 08 Jul 13 (12:44pm)**

And do you know why?

Because Chamberlain turned Stalin down when he try to set up a pact to contain the NAZIS in 1938.

Fact: Hitler had a pact with Stalin.

Fact: Chamberlain turned him down.

Heresay: Churchill was furious.

Which is allowed in courts which isn't?

For someone who's been doing this for so long you really aren't very good at it are you?

National Socialist German Workers Party

- In case you've forgotten.

**Anthony Marshall** replied to deric d

**Mon 08 Jul 13 (02:07pm)**

So Mr Jordan,

Are you denying that Nazi Germany and the USSR were dictatorships? Going on Hitler's form, there was always going to be a war. He moved his troops into the Rhineland in defiance of the Treaty of Versailles, He "annexed" Austria in early 1938, he occupied the Sudetenland following the Munich conference in September 1938. Poland was one step too far. He didn't really expect a war. He miscalculated. He then invaded the USSR. There was always going to be a war. Suggest that you do some research yourself.

**deric d** replied to deric d

**Mon 08 Jul 13 (02:15pm)**

What stuff have I made up? Read ABs initial comment. That's what is relevant. Understand? The extremes will join together if necessary to achieve their ends.

Btw Rudd makes stuff!

**MudCrab** replied to deric d

**Mon 08 Jul 13 (02:16pm)**

Wow Jordon, you declare Deric invalid because he failed to write a massive essay and left out some details?

You completely failed to mention Churchill pushed for continuation of hostilities against the Soviets to secure a free Poland in 1945. Does that make YOU invalid?

Does the lack of the Churchill/Chamberlain/Stalin discussion make anything Deric has said incorrect or misleading? If so, how?

Stop the history book pissing contest and discuss the topic.

**Robert Blair** replied to deric d

**Mon 08 Jul 13 (02:25pm)**

Mr. Jordon:

Churchill was furious that Chamberlain and co had screwed up so badly

Sorry Jordon - sounds like c--p to me. I have a complete set of Churchill's writings here on my shelf, plus most biographies about him. Which I have read.

Perhaps you could point me to somewhere in those books it says that.

Otherwise I will assume you are talking out of your proverbial.

**James** replied to deric d

**Mon 08 Jul 13 (02:26pm)**

And do you know why?

Because Chamberlain turned Stalin down when he try to set up a pact to contain the NAZIS in 1938.

And do YOU know why people didn't want to ally with Stalin?

Because in the late 30's the Holocaust was still in the future, while Stalin stood with the blood of tens of millions all over his hands.

Churchill and FDR eventually allied with Stalin because they had to, not because they had a passion for totalitarian mass murderers as you seem to.

**egbert rumpus bumpus** replied to deric d

**Mon 08 Jul 13 (02:37pm)**

Mr J

Mr Miss-the-point rides again.

The "lesser of two evils" doctrine isn't a denial that the lesser is still evil.

Churchill accepted the practical necessity of working with Stalin but he was under no illusions about Stalinism. Churchill isn't any sort of authority against the proposition that Hitler and Stalin were two of a kind.

**Pi** replied to deric d

Mon 08 Jul 13 (02:47pm)

Sorry about that mr jordon, we didn't realise that one can not have an opinion without stating the background and the reasons why and when something happened, in this case the pact between stalin and hitler. Interesting detail: hitler was democratically elected and stalin not. I have noticed that you getting quit cocky again lately. Not much to say when down in the polls, polls go up and suddenly you pipe up again. So typical leftwing lol

**Incitatus** replied to deric d

**Mon 08 Jul 13 (03:00pm)**

Yes MJ, you forgot to mention Stalin wanted Poland and the Baltic States as payment. Funny how you always detest the weak.

**Bad Samaritan** replied to deric d

**Mon 08 Jul 13 (03:04pm)**

Mr Jordon. Are you aware that Stalin also signed a deal with the Japanese in April 1941? Yeah, yaeah, yeah; all because Gandhi said no!

This completed the grand leftist alliance of Germany, Italy, the USSR and Japan. Right-wing nations like Spain wanted **nothing** to do with the lefty fascists.



The ALP was a tacit part of this group since it chose to order it's Union mates to sabotage the Australian war effort by not loading supplies for the 7th Division fighting in Nth Africa.

The ALP has **always** stood for fascism and totalitarianism. This was conclusively proven in 1953 when ASIO discovered the KGB operating in Australia, and HV Evatt waved a letter from Komrade Molotov (Soviet Foreign Minister) denying it, in Australia's Parliament. Yeah...the same Molotov who'd begged Hitler to sigh up with Stalin, Mussolini and Tojo/Curtin/Chifley to conquer the world!

Yeah, and that's the same Evatt that the ALP regards as it's Patron Saint.

Hitler...Stalin...Tojo...Mussolini...Evatt... Cairns...Whitlam...Gillard...Rudd...Tony Jones...Barrie

Cassidy...ALP/KGB/NKVD/Gestapo/ABC/ Q+A all one gang!

And you, Kommisar Jordonovskiyvitch? The **weakest** link as always,eh?:lol:

Andrew.

Actually I would call them "green Trotskyists"

Remember Leonid Bronstein while he was alive, known as the greatest psychopathic murderer of Russian people!

Our loving caring greens will murder you for the love of Gaia anytime! There's no bigger psychopath than a tolerance asking lefty/greeny!

[It is I only \(Reply\)](#)

**Mon 08 Jul 13 (11:49am)**

Merv Bendle's piece "If the Jackboot fits" is worth a look on this topic

[."If the Jack Boot Fits](#)

"Both Mussolini and Hitler emphasized the socialist dimension of their programs and for decades in the early twentieth century many leftists and so-called progressives expressed admiration for their statist and increasingly totalitarian regimes. It was only the vast propaganda power exercised over the left by the Communist International that succeeded in associating 'fascism' with conservatism and liberal democracy, as the Soviet Union contrived to obscure the horrific reality of its own profoundly totalitarian system"

[A C of Adelaide \(Reply\)](#)

**Mon 08 Jul 13 (11:51am)**

Davidovich replied to A C

**Mon 08 Jul 13 (02:03pm)**

Quite right AC. The Nazis were, like the Soviet communists, a ruthless totalitarian regime of socialist principles but not quite as ideologically communistic. It is a pity Bolt has fallen for this fallacy that the Nazis were far

right whilst, in fact, they were to the left but not quite as much as the Soviets.

Reco replied to A C

**Mon 08 Jul 13 (02:13pm)**

"The Quadrant"....what a joke 😊

How about we quote a PROPER source not a rightist revisionist rag:

"The point is that industrial behavior under Nazism cannot be reduced to simple structural explanations. Even within the context of a dictatorship that demanded high levels of production for war, industrialists made choices as [individuals](#). They approached the SS for cheap labor; they decided whether to buy a Jewish company at a fraction of its value; they determined how forced and slave laborers would be treated in their factories. "

German conservatives were in coalition with their National Socialist comrades....Hazburg Front...enabling act vote...anti communist pact....Hitler and Mussolini even privatized the economy before Thatcher and Reagan(ardent fascists).

One of the biggest supporters of Hitler in Australia was Menzies who praised his rightist government at every opportunity.

The Rightists often wish to disown their Nazi brethren by using the laughable "argument by name" argument. Even when they use this foolish logical fallacy they still lose:

NATIONAL Socialist party

NATIONAL Liberal party of Australia

Australian Greens

Australian Labor party

Pathetic really 😊

Try to link the green movement t the NAZIS is just silly.

The NAZIS preserved their forest so that they could hunt the animals that lived there.

And linking Ludwig Klages anti-Semitism to conservation would be like linking Henry Ford's anti-Semitism to Capitalism.

Ford was one of the largest financial backers of the NAZIS outside of Germany. He also refused to build engines fir the British when they most needed them during the Blitz of 1940.

[Mr. Jordon \(Reply\)](#)

**Mon 08 Jul 13 (11:57am)**

Ombudsman replied to Mr. Jordon

**Mon 08 Jul 13 (01:54pm)**

It's nothing more than the fascist connotation that goes along with the name Nazi. Nothing more.

MattR replied to Mr. Jordon

**Mon 08 Jul 13 (02:11pm)**

Goodness, who is in denial? The Greens are nothing but socialist/communists. The National Socialist German Workers party were, as anyone with more than half a brain or can read, will tell you, were socialists. They ran a socialist campaign, set the economy up with full government control (oh but they let people 'own' businesses, so I guess in retarded left wing land that makes them free marketers right? I mean if 9 people hate you and 1 person likes you that makes you likeable right? 🙄).

It is well documented that the Nazi's were avid environmentalists. The "duuh, they did it for hunting, duuuh" excuse is baloney on the level that we expect from you so we can ignore it.

It may surprise you, but big companies tend to like government control of markets as it means they can get a regulated monopoly and get massive profits. This doesn't make the government 'capitalist' or 'supporting free markets'. Claiming so simply provides more evidence that you truly have no idea what you are talking about, nor do you seem to care.

James replied to Mr. Jordon

**Mon 08 Jul 13 (02:30pm)**

From Jordo:

The NAZIS preserved their forest so that they could hunt the animals that lived there.

From Wikipedia:

Göring also banned commercial animal trapping, imposed severe restrictions on hunting, and regulated the shoeing of horses. He imposed regulations even on the boiling of lobsters and crabs. In one incident, he sent a fisherman to a concentration camp for cutting up a bait frog. And: In 24 November 1933, Nazi Germany enacted another law called **Reichstierschutzgesetz** (Reich Animal Protection Act), for protection of animals. This law listed many prohibitions against the use of animals, including their use for filmmaking and other public events causing pain or damage to health.

Do you ever get tired of being wrong Jordo?

steiner replied to Mr. Jordon

**Mon 08 Jul 13 (02:40pm)**

You are very kind, Mr Jordon. 'Silly' is mild to describe the conflation of environmentalists with the National Socialists of pre-1945 Germany.

I'm really not sure whether Andrew really believes the stuff he and his staff come up with for this blog, or whether it's just made up for ratings effect.

Either way, it has sunk to unbelievable depths I never thought possible.

**carbon worker** replied to Mr. Jordon

**Mon 08 Jul 13 (02:50pm)**

Google "Ostara" you ignoramus.

**Pi** replied to Mr. Jordon

**Mon 08 Jul 13 (02:58pm)**

Wow you are an expert on everything aren't you? Did you know the biggest sponsors of the Australians Greens are multi-millionaires? So in your line of thinking the Australian Greens are capitalists? Wahahaha now that's funny, the Greens are really capitalists in disguise! It gets even funnier: those miljonairs made their money encouraging people to fly and use their cars to trash around forests and polute the air with fumes. Need I say more?

There isn't really any such thing as far-Right or far-Left (though we use them as shorthand to describe a particular belief system). There's only liberty and collectivism.

Communists and fascists are essentially the same. They view people as members of a group, not individuals, and they fight those whom they perceive to be the foes of the group. For communists, those foes are capitalists and the middle-class, for fascists, the foes are opposing ethnic groups or foreigners. Both sides are utterly contemptible.

Liberalism is about freedom from government interference. Liberalism is completely incompatible with both communism and fascism, because each one by necessity requires enormous government control and influence. Individual freedom is greatest when the government is small, only enforcing the law and protecting the borders, and least when you live in a communist or fascist society.

To me, Labor and the Greens will always push towards a larger government and less individual freedom. The Liberals are not ideal, but generally speaking, they aim for reduced government. Hence, believers in liberty and foes of collectivism should support the Liberals.

[Ash \(Reply\)](#)

**Mon 08 Jul 13 (11:59am)**

**MattR** replied to Ash

**Mon 08 Jul 13 (02:19pm)**

Exactly, the term "far-right" is pure propaganda (actually it's pure BS). It's designed to fool gullible people into associating 'right wing' as 'evil'.

Any objective look at the evidence will tell you that Fascism and Nazism are derived from Marxism. Nazism literally

means National Socialism and the Nazis were the National Socialist German Workers party.

If you think the Nazi's were anything but leftists you are an idiot. There really is no other explanation, you just aren't a smart person, you aren't even average. You are stupid.

**Reco** replied to Ash

**Mon 08 Jul 13 (02:22pm)**

"Menzie's spent several weeks in Nazi Germany and was extremely impressed with the achievements of the "New Germany" (such as the abolition of trades unions, suppression of the right collective bargaining, outlawing of the right to strike); he was also "deeply impressed" by the "spirituality" of the German people, their unselfish attitude, their less materialist outlook on life, and their preparation to make sacrifices on behalf of the Nation. On returning to Australia the following month Menzie's unashamedly expressed favourable views of Nazism and the Nazi dictatorship, based as he said on his own first hand experience. In October 1938, after five years of escalating violence against the Jews and others, and scarcely one month before the infamous Nazi atrocity known as Kristallnacht, he made a speech in Sydney where he drew a contrast between the quality of the leadership of Lyons (then Australian PM) and Hitler (then German Chancellor); Menzie's critique strongly favoured Hitler."

Labor has always been the party of Freedom...unlike the Liberal party whose founder admired Hitler!

**year of the dragon** replied to Ash

**Mon 08 Jul 13 (02:43pm)**

Beautifully put Ash.

Andrew,

Buy a Kindle and then get a copy of Mankind in Amnesia, by Immanuel Velikovsky, a posthumously written collection of essays that touch indirectly on the topic you raise here, but which collection offers an insight on what this back-to-nature movement is based - humanity's catastrophic history and its psychological reaction to that past. The link is somewhat tenuous and rejected by mainstream science, but if you realise that the left tend to fabricate their narratives and hence take that in account, then the message that Mankind in Amnesia delivers starts to become plausible.

Incidentally also get David Stockman's "The Great Deformation; the corruption of capitalism in America", also a Kindle

purchase. It's some 700 pages, and difficult to get through but it does explain, economically, what has happened to the US, and the world, and what choice we have to reverse it. His last chapter could have its "points" published as a list.

Incidentally the labels "right" and "left" are actually the same, the distinction is slavery, which the left and right preach, and freedom, which the liberals preach. Rightism and leftism is simply the factional divide between the slavers.

[Louis Hissink of Perth, WA \(Reply\)](#)

**Mon 08 Jul 13 (12:06pm)**

**Robert Blair** replied to Louis Hissink

**Mon 08 Jul 13 (02:27pm)**

Still around Louis?

Might have guessed you'd be reading Velikovsky ...

**amazing scenes** replied to Louis Hissink

**Mon 08 Jul 13 (02:53pm)**

Louis, I have often illustrated this subject thus:

Draw a circle and on top write -freedom of speech, freedom of assembly, equality before the law, no arrest without trial, freedom of the press, freedom to come and go as you wish and any other of our democratic rights.

At the bottom of the circle, write all the opposites to those freedoms and rights. Then, take a line either Left or Right around the circle.

No matter which way you go, when you get to the extremes of the circle, you wind up with a dictatorship. Neither Socialism or Fascism has the mortgage on terror.

Hi Andrew,

Thanks for this important update on the whole Mongolian neo-nazi situation.

[Steve \(Reply\)](#)

**Mon 08 Jul 13 (12:06pm)**

The group is rebranding itself now as an environmentalist organization fighting pollution by foreign-owned mines, seeking legitimacy as it sends Swastika-wearing members to check mining permits.

OH&S; laws are allowing the same militancy with employers from some unions.

[lol \(Reply\)](#)

**Mon 08 Jul 13 (12:08pm)**

....

[http://blogs.news.com.au/heraldsun/andrewbolt/index.php/heraldsun/comments/the\\_return\\_of\\_the\\_gre\\_en\\_nazi/](http://blogs.news.com.au/heraldsun/andrewbolt/index.php/heraldsun/comments/the_return_of_the_gre_en_nazi/)

## Israeli settlers storm al-Aqsa Mosque

Mon Oct 14, 2013 12:54PM GMT

**Dozens of extremist Israeli settlers have stormed the al-Aqsa Mosque in East al-Quds (Jerusalem) under army protection and raised Israel flag inside the mosque, which is the third holiest site in Islam, reports say.**

Local media reported that a group of settlers raised an Israeli flag while touring the mosque's compound on Monday.

Reports also said that after the incident, Israeli police closed Magharbe Gate that leads to al-Aqsa Mosque compound for visitors.

Police forces are also said to have

removed the settlers from the area. The latest incident comes after a similar event on September 18, when Israeli forces stormed the mosque compound, firing tear gas at Palestinian worshippers. Clashes reportedly broke out between the Israeli troops and the Palestinians after they attempted to prevent the worshippers, including women and children, from entering the mosque.

In another similar incident earlier in September, the Israeli military used stun grenades to disperse Palestinian protesters inside the al-Aqsa compound

after Friday Prayers, arresting 15 of them.

The al-Aqsa compound, which lies in the Israeli-occupied Old City of al-Quds, is a flashpoint. The compound, known to Jews as the Temple Mount, is the holiest site in Judaism. It is Islam's third-holiest site after Mecca and Medina in Saudi Arabia.

MR/SS

<http://www.presstv.com/detail/329324.html>

## The NPI Conference — After the Fall: The Future of Identity

Posted: 12 Oct 2013 09:36 PM PDT

**Roman Bernard and Richard Spencer**

\*The National Policy Institute's 2013 Leadership Conference will be held at the Ronald Reagan Building in Washington, DC on October 26<sup>th</sup>, with related events on Friday 25<sup>th</sup> and Sunday 27<sup>th</sup>\*. It is still time to register online at our website

<http://www.npiamerica.org/2013-conference>. \*<http://www.npiamerica.org/2013-conference>. \*

Though there's much talk about "identity" in political debates these days, it's not always clear what we are talking about. Is identity defined by Race? Language? Religion? Ethnicity? Nationhood?

The National Policy's Institute (NPI)'s coming conference—**After the Fall: the Future of Identity**—will raise such questions and provide the audience with important perspectives.

While the entire Western world is facing similar and inter-related challenges nowadays—from mass non-European immigration to financial bankruptcy, from cultural debasement to social atomization—the identity of "the West" that is at stake is not clearly understood. Often, what is meant by "the West" is its neoconservative conception: liberal democracy, human rights, and cultural and religious pluralism. (Paul Gottfried has quipped that when neocons say "the West," they seem to mean the Upper West Side.) Since this "West" doesn't recognize race, or culture in the full sense of the word, it knows no border. It is all too often conflated with the Occident, which has a history of its own and is embodied

by a particular people—the European people.

The "West" as defined by mainstream discourse is challenged by Third World immigrants today. They might be willing to benefit from the delights of a technologically advanced society, but for most of them, they keep seeing themselves as members of distinct cultures, with different and often competing interests. They rarely adhere to the liberal values that, we are supposed to believe, define our identity. Quite often, they can even outright reject them.

Third World immigration also represents an existential threat to the historic Occident. The "interesting times" ahead will thus require a reassertion of the historic Occident by European peoples, in place of the globalist "West" that makes them unable to resist their dispossession.

Indeed, the logical affirmation of their racial and cultural identity by non-European immigrants calls for a similar awakening among Western people. But before this development is possible, or even \*thinkable\*, we have to reflect on what \*exactly\* is threatening North American and European nations today, and what they should stand for. We also have to ask ourselves if the way Westerners have defined themselves since the American and French Revolutions of the late 18th century (nationhood and citizenship) is still relevant today, or if something both wider in terms of civilizational unity and

narrower in terms of local community is needed.

To help our audience in that reflection, French philosopher **Alain de Benoist**, one of the founders and leading thinkers of what is known in Europe as the New Right, will be the keynote speaker of the conference. He will speak on "False Identity," and will thus address the problem of restricting European civilization to a set of abstract, uprooted and most often illusory "values."

Croatian-American writer **Tomislav Sunic**, who has been the link between the European New Right and the American Alternative Right, will complete De Benoist's lecture and outline a way beyond nationalism as defined by the current nation-states. Sunic is a long-time advocate of pan-European nationalism.

Another notable speaker will be Swiss author **Piero San Giorgio**, who gained fame in Europe for his book *Survivre à l'Effondrement économique* (*Survive — The Economic Collapse*), which has been translated into English by NPI's sister organization, Washington Summit Publishers, and will be released this Autumn. San Giorgio, who was a successful businessman in Geneva, made a career move to study the global economic system and concluded to its unsustainability, given its dependence on ever-expanding populations, debt, and resource exploitation. The West, as we have known it since the end of the Second World War, seems to have extinguished all its resources, human, financial and moral, but the people who

carry its heritage have to find a way forward and upward, beyond the likely difficult times they are going to live in the near future.

**Alex Kurtagic**, who delivered a memorable speech at our first conference in 2011, "Masters of the Universe," will add on this issue with a talk entitled "The End of the World as We Know it". Though the collapse of the current prevailing system seems inevitable, Western people must not rely on it as a solution and be active, now, in building the post-collapse world. This necessarily begins with a moral critique of egalitarianism, and the formulation of an ethics that permits the continuity of our uniqueness as a particular expression of humanity. But few realize the importance of the ethical battleground, and leave it all to economics and some sort of magical 'awakening'. Indeed, in his novel *Mister*, Kurtagic imagined a not-so-distant world (Europe in the 2020s) where the collapse unravels without altering the dispossession of Western people in their own homelands.

Author of *The Way of Men* **Jack Donovan** will give his own, original perspective on the coming collapse, seeing in it an opportunity to reassert manly virtues and honor, a field in which he has become a renowned expert.

Other speakers include **Sam Dickson**, whose speech will be about "America: The God that Failed;" and **Roman Bernard and Richard Spencer**, co-host of the conference. Bernard will

speak on the "generational problem" in nationalist movements.

Discussion panels will also feature **John Morgan**, editor-in-chief of *Arktos Media*; novelist **Andy Nowicki**, who is co-editor of *Alternative Right*; **Matt Parrott**, director of *Traditionalist Youth Network* and *Counter-Currents.com* contributor; and **Mark Hackard**, expert in geopolitics and foreign affairs and contributor to [www.AlternativeRight.com](http://www.AlternativeRight.com)

#### \* **Schedule**

##### **Friday, October 25<sup>th</sup>**

Supporters dinner (7:30 PM), followed by a cash bar from 8:30 PM to 10:30 PM.

##### **Saturday, October 26<sup>th</sup>**

"After the Fall: the Future of Identity" (9:30 AM—6 :00 PM), Ronald Reagan Building : the full conference, which includes coffee breaks, a plated lunch, and heavy hors d'œuvre at the end of the day.

Cocktails (8 :00-10 :30 PM).

##### **Sunday, October 27<sup>th</sup>**

Louis Andrews brunch (10:00 AM-12:00 PM).

#### **Registration**

<http://www.npiconferences.net>

**Regular admission**—\$205 (Discounted student admission— \$135)

Regular admission includes all Saturday speeches, a plated lunch, coffee break, and heavy hors d'œuvre after the conference.

**The Louis Andrews Circle** — \$285 (Discounted rate for students — \$235)

The Louis Andrews Circle is named in honor of NPI's and Washington Summit

Publishers' former director and editor, **Louis Andrews** (1942-2011).

The Circle features all the benefits of regular admission and also grants you access to the Supporters' Dinner on Friday night as well as the Sunday brunch.

The Louis Andrews Circle is an excellent choice for those who want the full experience of the event, as well as those interested in meeting the people behind the conference and discuss the future direction of NPI.

#### **Nota Bene:**

Student tickets are limited to 15; student-ticket holders must present valid identification from a college or university when entering event.

Regular-admission holders will have the opportunity to upgrade their tickets to the Louis Andrews Circle at the event.

#### **Offline registration**

If you prefer to register via mail, please send us a check covering registration and hotel reservation expenses, as well as your name and contact information:

**The National Policy Institute, PO Box 1676, Whitefish, MT 59937.**

[http://www.theoccidentalobserver.net/2013/10/thenpiconferenceafterthefallthefutureofidentity/?utm\\_source=feedburner&utm\\_medium=email&utm\\_campaign=Feed%3A+theoccidentalobserver%2Ffeed+%28The+Occidental+Observer%29](http://www.theoccidentalobserver.net/2013/10/thenpiconferenceafterthefallthefutureofidentity/?utm_source=feedburner&utm_medium=email&utm_campaign=Feed%3A+theoccidentalobserver%2Ffeed+%28The+Occidental+Observer%29)

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## **A senior Iranian official says US President Barack Obama could face legal action in connection with the production of an anti-Islam movie by an American Jew**

**Wed Sep 19, 2012 9:51AM**

"A complaint could be filed with US courts against Obama for his violation of articles 18 and 27 of the International Covenant on Civil and Political Rights (ICCPR) calling for respect of faiths," says Javad Mohammadi, the deputy head of the Supreme Council of Cultural Revolution (SCCR).

The US government is a signatory to this covenant and has to respect it. Therefore, an individual or an NGO (non-governmental organization) can file a lawsuit against the president of the country for breach of the covenant, he added.

Press TV has interviewed Gordon Duff, senior editor, *Veterans Today*, to further discuss the issue. He's joined by Nader Talebzadeh, Iranian journalist and filmmaker, to expand the subject

matter. The following is a rough transcription of the interview.

**Press TV:** Mr. Duff, you have spoken with us on two occasions before on this specific issue. At what you've revealed on our program earlier on about your own investigations about this, you said you believe this is an intel-operation, if I can put it in your words.

Now, Mr. Talebzadeh here is telling us as well that this is the worst attack that could be taken against the Islamic religion as a whole.

First of all, tell us how a simple group of producers who are basically unknown, so to speak, with a film that, as Mr. Talebzadeh was telling us, the film looks very unprofessional, kind of crude video-like, how can they cause so much

uproar and even harm the United States' interests?

**Duff:** There are a number of things. I work in the defense industry. *Veterans Today* is the publication for the defense industry alone -- defense and intelligence industry. It's used by people in 38 nations.

As a defense contractor, I assign a group within our company just to look into it, which included former senior members of the Federal Bureau of Investigation and members of Army intelligence.

I had the real producers and backers of the film tracked down. They are not enemies of Islam. They are enemies of the Obama administration.

The people responsible for the film, and this is what we had found, the film was



primarily a small portion of a very long broadcast by a former CIA agent named Terry Jones, who receives powerful publicity through the US, backed by the Israeli lobby.

The operation was planned by an organization called the Cato Institute, a powerful Washington-based think tank that's controlled by the Koch brothers, a group of Israeli American billionaires that control much of the world's oil industry.

The other companies primarily involved in the distribution and production of the film is a company called Google in Sunnyvale, California -- much to the ownership of Google, however, which owns YouTube.

Google was asked to take this down by the president of the United States. They refused. Their attorneys have fought any attempt to end distribution.

Google, to a large extent, however, is backed by money from the Saudi government and the Emirates -- not just Israel. Their management is Israeli American but their financing comes from the Islamic world, and I mean billions of dollars of financing.

There are private companies behind this: the Cato Institute; Pajamas Media, which is a funny name; Google and YouTube, which are an extremely large and powerful corporation, more powerful than some aspects of US government; and a tremendous amount of funding including, and this is what I'm concerned about, billions of dollars of Islamic money is sent to spread this film.

**Press TV:** What you're saying, basically, is that the United States is being caught by surprise, at least the Obama administration has, what some analysts have been calling the 'October surprise' for President Obama ahead of the November elections...

You're saying that this is an operation that's being conducted by Israel against the Obama administration, and now we hear Mr. Talebzadeh saying this could be about Israel's plans in regards to Iran, in regards to the presidential election.

Again, who is going to benefit from this and have they benefitted? When we come to the Libya attack, what happened in Libya, some people are saying that that attack was planned even before the protests on this film were actually spreading. Basically, what do you think that attack was about and

has it to do with the objectives of this plan, if we suppose there was a plan?

**Duff:** First of all, I'd like to thank our last speaker because his analysis there was dead on the money and indicates a powerful understanding of US politics. I want to thank him for that.

As for those responsible for the murderous attack in Libya, the forces responsible were trained in the United Arab Emirates. I have friends who attend the intelligence agencies who've operated in Libya which, frankly, we have thousands of spies in Libya from all of the NATO countries. Some are a long time friend. All of them will talk to me at one time or another. I've worked with them for years.

Of the individuals that trained these people, some of the people responsible for training the forces -- and what I'm saying is that a group of as many as 40 to 50 people very publicly arrived in the UAE were quickly identified in the airport as Special Forces. They had been trained by American Special Forces groups; a group commanded by one of my closest friends, oddly enough, that helped train them.

But they were also trained, additionally, by French, Canadian and British groups. The training they received in the US is training for terrorism not for defense of any kind.

The force involved people from several nations including the United Arab Emirates, Columbia, Mexico and Chile. It was an apparently odd variety of people that infiltrated this group of highly trained specialists.

Yes, this was planned months in advance.

If anybody's needs to be burned in effigy here, it should be Mitt Romney. Now, I won't say that Mitt Romney had any foreknowledge of the attacks, but these attacks are meant to support Mitt Romney, the Koch brothers and a gentleman named Sheldon Adelson who I strongly recommend if you want to learn more about this election. The real president that will take over the White House if Romney is elected is a gentleman from Las Vegas named Sheldon Adelson. He's the power behind all of this.

**Press TV:** The issue of freedom of speech, that has been raised a lot. Where should we define the lines when we're speaking of freedom of speech? On the one side, we're hearing Hillary

Clinton, Obama himself saying that we can't stop persons within the United States from expressing their views.

On the other end of the line we have critics saying, 'Ok, why do you put stuff that we call pro-Islam, why do you pull them out of YouTube?' -- And they've cited their instances and similar cases, the Holocaust mentioned here by our guest in the studio.

Basically, is it too late for the Obama administration to take action because of this rising anger or does it still have a chance to act on this while at the same time preserving the principle of freedom of speech?

**Duff:** I think that with an election coming up the only thing Obama's going to do is to act presidential, try to preserve his lead in the polls, which I think is the best thing for the Islamic world; not perfect but best, where our other guest is totally correct.

The United States is the only nation in the West where you can question the Holocaust without doing 10 years in prison. Canada, Germany, Britain, anywhere, you go immediately to prison -- Austria.

However, Google Corporation, if you put anything on YouTube that criticizes the Holocaust, it's taken off in one minute. But they allowed this to stay on for day after day after day, and heavily promote it.

This has tens of thousands, hundreds of thousands of objections. Google normally takes down a website that has a complaint against it within minutes. This is clearly the policy of Google Corporation. If you look at the management, as brought up by our previous guest, they're passport-holding Israeli citizens that are part of a conspiracy against not only the Islamic world but against an administration in Washington -- Martin Dempsey, Barack Obama, "Don Siegel" in Tel Aviv, that are standing up to Netanyahu for the first time in years that anyone has put him in his place.

Right now he's banned from the White House. That's the motivation.

GMA/HSN

<http://www.presstv.ir/detail/2012/09/19/262392/googles-antiislam-film-targets-obama/>

## New Iran Government Scraps Anti-Israeli Conference

By ALI AKBAR DAREINI Associated Press, TEHRAN, Iran October 11, 2013

The administration of Iran's new President Hassan Rouhani has cancelled an anti-Israeli conference as part of his outreach to the West and efforts to map out a new diplomatic path for Iran.

The annual event was set up by Rouhani's predecessor, Mahmoud Ahmadinejad, and showcased the former president's vitriolic anti-Israeli rhetoric and promoted his anti-Israeli sentiments.

When the conference was first held in 2005, Ahmadinejad made his infamous remark that Israel should be "wiped off the map." He later suggested that the Holocaust was a "myth."

Iranian news websites, including jahannews.com, said on Friday that the Foreign Ministry scrapped the gathering in Tehran because it was seen as undermining the government's policy of "interaction with the outside world."

Rouhani's overtures to the West — including the historic exchanges last month at the United Nations — appear to have solid backing from Iran's top decision-maker, Ayatollah Ali Khamenei. As long as the supreme leader keeps his support, the backlash from critics cannot seriously reverse Rouhani's policies of easing tensions with the outside world.

Hard-liners accuse Rouhani of selling out on Iran's ideological values.

One of the organizers of the anti-Israeli conference, dubbed New Horizon, said the cancellation was a "disaster" and a "big

mistake. Cancellation of the anti-Zionist New Horizon festival is a disaster. It was the most powerful anti-Zionist conference in Iran," website [www.mashreghnews.ir](http://www.mashreghnews.ir) quoted the organizer, Nader Talebzadeh, as saying.

Talebzadeh said 63 foreign scholars and 50 Iranian speakers were expected to address the gathering, which was supposed to have taken place either in late September or early October. He added that he began inviting foreign speakers back in May, when Ahmadinejad was in office.

Rouhani's short-term goal is seeking to ease Western sanctions as part of negotiations over Iran's controversial nuclear program. Talks with the U.S. and other world powers are scheduled to resume in Geneva next week, but Iran has not yet given details on what new proposals it would bring.

The West and its allies fear Iran's ability to make nuclear fuel will eventually lead to weapons-grade material. Iran repeatedly denies it seeks nuclear weapons and says its atomic program is only for energy and medical applications.

Israel views a nuclear-armed Iran as a threat to its very existence, citing Iran's repeated calls for Israel's destruction, its long-range missile program and its support for violent anti-Israel groups like the Hezbollah in Lebanon.

<http://abcnews.go.com/International/wireStory/iran-government-scrap-anti-israeli-conference-20539442>

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## David Cameron:

### We must preserve the memory of the Holocaust

**David Cameron has said more must be done to preserve the memory of the Holocaust at a time when 'anti-Semitism is returning to some parts of Europe'.**

By [Alice Philipson](#), 7:36AM BST 17 Sep 2013

The Prime Minister announced that the Government will increase funding for the Holocaust Educational Trust (HET) by an extra £300,000 a year.

The extra funds will allow more children to take part in the Trust's *Lessons from Auschwitz* Project, which allows students and teachers to visit the former Nazi concentration and death camp Auschwitz-Birkenau.

He also launched a new national Holocaust commission, which will set up a permanent Holocaust memorial in Britain.

Mr Cameron told the Trust's Appeal Dinner: "At a time when anti-Semitism is returning in some parts of mainland Europe, it is more important than ever that – as a whole country – we do everything possible to make sure that

the memory of the Holocaust is preserved from generation to generation.

"The Holocaust Educational Trust are leading the way, and it is vital that they are supported."

His comments came six months after Hungary's prime minister told an international assembly of Jews that anti-Semitism was on the rise both in Europe and Hungary.

Speaking at the World Jewish Congress meeting at the beginning of May, Viktor Orban attributed anti-semitism partly to the economic crisis affecting the region. Some 550,000 Hungarian Jews were killed during the Holocaust.

Mr Cameron has committed to visiting Auschwitz in 2014, while he will chair

the first meeting of the new multi-faith, cross-party commission later this year.

Karen Pollock, chief executive of the Holocaust Educational Trust, said: "We welcome the lead that the Prime Minister has taken in safeguarding the memory of the Holocaust for decades to come. We are delighted to be the key partners in the delivery of this landmark initiative."

<http://www.telegraph.co.uk/news/politics/davidcameron/10313840/David-Cameron-we-must-preserve-the-memory-of-the-Holocaust.html>

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## The Holocaust Industry in the UK

[Francis Carr Begbie](#), October 5, 2013

At mid-morning on the second Sunday in November buglers will play the Last Post at the Cenotaph war memorial in London and for two minutes Britain will fall silent. The simple dignity of Remembrance Sunday, the Queen laying

a wreath, the silence as a canopy of red poppies fall on the veterans and armed services standing to attention, make it a moment of almost unbearable sadness. While the event commemorates all British and Commonwealth war dead, it

has its roots in the trenches of the First World War and battles like the Somme where the British suffered 58,000 casualties, one third killed, on the first day. The silence marks the eleventh hour of the eleventh day when the guns



fell silent in 1918. The symbol of the occasion is a blood red poppy distributed by the Royal British Legion and worn by millions. There is no more heartfelt

symbol of traditional feeling in Britain than the poppy. and this is why two recent government funding decisions revealed such an astonishing shift in

cultural priorities. The first was a refusal to fund a [poppy](#) project in a field of remembrance for Britain's war dead.



The second was the Prime Minister's [pledge](#) to pour more taxpayers money into promoting the booming Holocaust industry. The decisions confirm what many have suspected — that Holocaust promotion is gradually replacing the commemoration of the sacrifice of servicemen as the subject of community remembrance in Britain.



It is a change for which the British political elite seems to have a driving enthusiasm. The annual government grant to the Holocaust Educational Trust (HET) is already a very generous £2.1 million. The extra £300,000 a year will not only pay for more school Holocaust propaganda, but will also pay to set up a new national Holocaust Commission to erect yet another permanent memorial.

It was always predictable that the left-leaning Heritage Lottery Fund, the UK's largest dispenser of public largesse, would decline an application from an unfashionable veterans group such as the Royal British Legion. Not only was the application rejected owing to "lack of funds" but the Fund then approached a pacifist group and invited them to submit an application to raise awareness of conscientious objectors.

Even by the standards of the Heritage Lottery Fund this was a calculated insult. The Funds [Trustees](#) are dominated by the kind of women that seem to proliferate in the public sector. Privately-educated left-wing graduates from the BBC and elsewhere in the world of arts, who have never soiled their hands in the private sector.

But the refusal was more than a gratuitous slap in the face. It was a sign that the commemoration of the sacrifice of servicemen with its connotations of glory, sacrifice, Britishness and patriotism, was to be elbowed aside in favour something much more politically useful — Holocaust promotion.

Over the past few years the Holocaust industry has moved centre stage and is now one of the most lavishly funded and well-appointed causes in British public

life. There cannot be a town hall or classroom in the United Kingdom which has not been used to hammer home the story of an event which happened hundreds of miles from Britain's shores and in which neither British troops or civilians were involved.

A profusion of Holocaust groups are cashing in and benefiting from taxpayer money. This year alone Beth Shalom Holocaust Education Centre in Newark in the East Midlands got a million pounds, the Holocaust Recalled Group in Swansea, Wales, got £791,000, the Lake District Holocaust Project and the Holocaust Survivors Friendship Association in Leeds, Yorkshire have both been given around half a million and there are many more.

But it is an organisation called the [Holocaust Educational Trust](#) that has cornered the biggest market share. This huge organisation has embarked on one of the largest programmes of social engineering ever seen in Britain. Its main achievement has been in making Holocaust propaganda a central part of the core [National Curriculum](#) in England. Now every pupil between 11 and 14 must undergo mandatory Holocaust instruction. More than half of Britain's schools now take part in the HET's

"Lessons from Auschwitz" programme while it has sent about 15,000 pupils to visit Auschwitz itself.

It directs an ambitious "Outreach" indoctrination programme and claims to have recruited 20,000 "Ambassadors" amongst Britain's young people to spread the word and diligently ensure that Holocaust enthusiasm does not drop to unacceptable levels.

The HET has impeccable cross-party political and business Jewish connections, including House of Commons Speaker John Bercow and Lord Browne, formerly the head of British Petroleum. But getting the Prime Minister to attend its annual appeal dinner and announce not only the latest cash boost but that he would chair the new Holocaust Commission and visit Auschwitz himself next year, was a real coup.

While groups such as the HET have ensured that London has become a centre of Holocaust indoctrination, it is only a small part of very much a trans-national effort. The roots of the current boom go back to 2000 and a conference in Stockholm when 31 nations agreed to subject their populations to mass compulsory Holocaust teaching. These are continually monitored by a body of government academics, bureaucrats and NGOs now known as the International Holocaust Remembrance Alliance ([IHRA](#)) the current chair of which is Britain's own "Holocaust Czar" a senior diplomat and former Ambassador to Israel called Sir Andrew Burns who has submitted a glowing [report](#) on Britain's progress.

The indoctrination of British children is planned at a crucible of political correctness, the Institute of Education. Since 2008 the Government and the Pears Foundation have together pumped about £5 million into the IOE's new [Centre for Holocaust Education](#). Henceforth Holocaust teaching will provide an easy road to career advancement via new curriculum credits and certification courses.

About 40 teachers are given a Masters level qualification instruction free of charge each year and a network of Beacon [Beacon Schools](#) in Holocaust education are being set up across the country, replete with London seminars and trips abroad. "The aim is that each Beacon School will emerge as a dynamic hub for other schools and their teaching staff who teach about the Holocaust."

A flavour of all this can be seen in the London schools website, The London Grid for Learning, which provides education resources to all school

students in London's boroughs and pipes in propaganda directly via the [Holocaust Explained](#) website developed by the London Jewish Cultural Centre and also largely public-funded.

[The Holocaust Day Memorial Trust](#) is another big player in this sector. It first made its mark in 2001 when it managed to get January 21 named as Holocaust Remembrance Day in Britain. The date has since been adopted worldwide, although very unpopular with some [groups](#). The Trust's 2013 [booklet](#) gives a glimpse of the impressive range of its activities.

Another well-established charity [The Anne Frank Trust](#), was not slow to jump on the new bandwagon. It currently has eight travelling exhibitions touring the country. It receives huge financial support from a variety of different government departments even though its [brochure](#) reveals the most impressive range of corporate backers in the charity world and a ticket to its annual lunch is much sought after in society circles.

For generations of Brits the [Imperial War Museum](#) has been one of the most fascinating repositories in London with a wealth of artifacts and information about Britain's imperial and military past, but this has all be shunted aside now. Since 2000 the Museum has been home to the largest exhibition in Europe on the Holocaust. Every year it hosts a conference called Beyond the Camps and Forced Labour, and of course there are obligatory extensive resources aimed at children.

On and on it goes. The Association of Jewish Refugees has created the Holocaust testimony archive. [Refugee Voices](#) and the [Holocaust Research Centre](#) at Royal Holloway, University of London now houses the University of Southern California Shoah Foundation Institute visual history archive.

Not to be outdone is the [Wiener Library](#) for the Study of the Holocaust and Genocide the world's oldest Holocaust research institution, which has expanded and move to new premises in central London, adjacent to the [Pears Institute for the Study of Antisemitism](#) Birkbeck which was only launched in 2010.

So what is the point of marginalising Remembrance Sunday? While the white-haired old veterans of the Royal British Legion still enjoy tremendous grassroots support, it is obvious why they are an embarrassment to a government seeking to foster closer relations with other European elites.

They are an all too vivid reminder that relations were not always so cosy.

One of the main achievements of the Holocaust groups is to ensure that the words Nazi and Holocaust remain very much in the forefront of day-to-day consciousness and can be instantly deployed to smear and silence immigration opponents. This can be seen clearly in the way in which these groups stretch their remit to say they are campaigning for tolerance for refugees, asylum seeker children, and so on.

It also provides political cover for Britain's foreign adventures. In June 1999 Prime Minister Tony Blair was asked about the creation of a memorial day for the Holocaust. Referring to the ethnic cleansing in Kosovo he said "I am determined to ensure that the horrendous crimes against humanity committed during the Holocaust are never forgotten. The ethnic cleansing and killing that has taken place in Europe in recent weeks are a stark example of the need for vigilance." More recently at the HET dinner it was David Cameron who invoked the Holocaust into justifying intervention in Syria.

One question never asked is why is the teaching of political violence so selective? Surely it would be more appropriate for Muslim and Hindu school students to learn about the million plus who were killed during the partition of India. And what about the Armenians who proportionately suffered one of the worst massacres of the twentieth century at the hands of the Turks who themselves are now one of the biggest immigrant populations in London and whose application to join the European Union, Britain is supporting.

And if we are looking for patterns of political violence, how can it be right to avoid mentioning the massacres and cultural annihilation that everywhere follow the spread of Islam, not to mention the recent massacres of Christians in Pakistan and Nigeria.

Then there is the largest omission of them all — of the biggest campaign of extermination of the twentieth century carried out by the Bolsheviks in which between 12 and 14 million were exterminated by planned starvation and liquidation.

By any standards the Communist menace was as much of a threat to British security as Nazi Germany. They were an enemy for far longer, had nuclear weapons pointed at our cities, and their agents and sympathisers were deeply entrenched in our establishment.



Is it the hugely disproportionate presence of Jews among the Soviet communist leadership at the time the reason that this subject seems to be so off-limits in the West today? Does the kinship that our cultural Marxist overlords feel for their revolutionary

Marxist predecessors mean they are off limits when it comes to criticism? Certainly the organised financial and political power of the Jewish community seems to be the biggest deciding factor when it comes to deciding which

massacres contain warnings from history and which ones don't.

<http://www.theoccidentalobserver.net/2013/10/the-holocaust-industry-in-the-u-k/>

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## Jewish Crypsis – Half-Jews – Part 2

Published on [October 1, 2013](#) by [Tanstaaf](#) in [Age of Treason Radio](#)

Of matrilineality and patrilineality. The controversy around this issue is a smoke screen which helps distract from the Jewish consensus that Jewishness is heritable – genetic, biological, racial. Jews disapprove of miscegenation with non-Jews and the various significant “denominations” are distinguishable, in part, by their attitudes toward mixed offspring. The innermost orthodox, halachic, “religious” core is the most exclusive, the most concerned about racial purity. Beyond this core are progressively more permissive, more tainted layers. Half-Jews who aren't rejected outright are relegated to the margins of Jewishness – by Jews.

The Jews are fundamentally dishonest about this. Their discussions concerning it are conducted more or less in code. The Jewish double-talk creates confusion. What follows are some examples which supplement those already provided in Part 1. Note that in many cases the original articles have disappeared and were retrieved using [Internet Archive: Wayback Machine](#). It is no coincidence that the spiked sources contain some of the most revealing information.

[The Half-Jew's Complaint](#), by Sadie Stein, 9 Jul 2009:

Debates are raging in Israel over whether to let people claim Jewish identity based on either parent. More conservative factions want to stick to [matrilineality](#). Us half-Jews are confused.

Of course, as many a Jew will tell you, “there is no such thing as a half-Jew.” When halfjew.com tried to get off the ground – and, only half-jokingly, wanted to take over Governor's Island, which just made the whole thing weird – debate became heated: you were either a Jew with a Jewish mother, wrote furious commenters, or a goy. (A few helpful anti-Semites chipped in vaguely for good measure.) “Half-Jew,” said the more religious, was not a identity.

But, as any of us can tell you, it most certainly is. Certainly growing up in New York, where many of my classmates, like me, had a Jewish father and non-Jewish mother, this was a standard form of identification. While a few of my friends' families “compromised” on Unitarianism or Quaker meeting, many, obviously not terribly religious, raised their kids without a single religion, lighting a menorah in front of a Christmas tree and maybe eating chocolate eggs at Easter before going to a grandparent's Passover Seder. We knew which celebrities were half-Jewish: Gwyneth Paltrow, Lenny Kravitz, Carrie Fischer, Paul Newman. Many of us had distinctly Jewish names that would lead the world to make assumptions, yet understood that to the religious Jewish community, we'd not be considered Chosen unless we converted.

In truth, I'd never thought much about it until arriving at college where, in the way of such things, various religious groups made overtures to incoming freshmen. I remember one guy coming up to me and asking if I wanted to join Hillel House; when I explained that my mother wasn't Jewish, his face darkened. “It's people like your father who are ruining the Jewish religion,” he said angrily.

Stein links [Opinion: Matrilineality is still best for Jewish identity](#), by Raymond Apple, Jerusalem Post, 7 Jul 2009:

The writer is emeritus rabbi of the Great Synagogue in Sydney, Australia.

In recent polling, about half of the Israeli population (but not the Orthodox) advocated allowing Jewish identity to follow either parent. This contrasts with the traditional definition whereby Jewish descent depends on the mother.

Descent is the key word. Descent traditionally follows both parents. What Jews have traditionally argued about is how to define and reject those with non-Jew descent. As we see here, the argument never ends and involves twisting the meanings of words.

It could be that there was an early stage of fluidity, but when the exiles returned from Babylon they saw the influence of “foreign wives” and encouraged Ezra (10:2-4, 9:11) to make rulings against outmarriage and the easy acceptance of “the daughters of strange gods.”

In the Roman period there were so many conversions and semi-conversions to Judaism that there needed to be a clear definition of Jewish status; otherwise, according to Lawrence Schiffman (Who Was a Jew?, 1985, ch. 2), Judaism would have been swamped by the children of gentile Christian mothers.

Rabbinic Judaism is unyielding in maintaining matrilineality. Lord Jakobovits (The Timely and the Timeless, 1977, pages 198-217) says the certainty of maternity must be set against the possible doubt of paternity. Even in nature the mother's bond with the child is firmer than the father's. And the mother has the superior influence on the child's religious development.

[Y-chromosomal Aaron](#), at Wikipedia, provides some insight into what half-Jews and their “religious development” means to the core of Jews:

Although membership in the Jewish community has, since at least the second century CE, been passed maternally (see: [Who is a Jew?](#)), tribal identity, and membership in the group that originally comprised the Jewish priesthood (Cohen or Kohen; plural: Cohanim or Kohanim), has been patrilineal.

This Wikipedia page also contains a diagram illustrating the genetic relations between the Jewishest of Jewish bloodlines. Among the surnames listed are those most recognizable even to non-Jews as Jewish exactly because they correlate with the (most “religiously” pure) genetic core of Jewry. Sephardic surnames include: Cohen, Shapiro, Levy. Ashkenazic surnames include: Cohen, Coyne, Cowan, Kaplan, Kahan, Katz, Kagan, Kovacs, Garfinkel, Kohn.

[Patrilineal Descent](#), at Jewish Virtual Library, reflects the layered Jewish attitudes towards half-Jews:

In March 1983, the Reform movement broke with the Orthodox and Conservative Jewish sects – and with Jewish law – and declared that a child born of one Jewish parent, whether it is the mother or the father, is under the presumption of

being Jewish. This patrilineal descent resolution went on to state that a person's Jewishness is not, however, automatic, but must be activated by "appropriate and timely" Jewish acts. It is not enough to simply be born to a Jewish parent. The Reform movement also notes that in the Bible the line always followed the father, including the cases of Joseph and Moses, who married into non-Israelite priestly families.

The Reform decision to regard a child as Jewish on the basis of patrilineal as well as matrilineal descent has prompted a bitter controversy. In the future, traditional Jews who wish to marry a Reform Jew will have to examine their prospective spouse's background to ensure that he or she is Jewish according to Jewish law. In truth, however, the Reform movement's change is not nearly as great as it first seemed. Had the Reform rabbis maintained the traditional definition of a Jew, and insisted on converting children of non-Jewish women married to Jewish men, Orthodox Jews would still have considered the conversions invalid, since they reject the validity of Reform. (It should also be noted, however, that in the case of a child born to a Jewish father but to a non-Jewish mother, most Orthodox rabbis will relax the stringent demands normally made of would-be converts.)

Within the Reform movement, a significant number of rabbis opposed the ruling, and a few have agitated to have the decision rescinded. That might occur only if the Orthodox rabbinate agrees to accept the validity of Reform conversions. Since no such agreement seems to be forthcoming, the Reform decision — apparently passed in large measure to accommodate and reassure the tens of thousands of intermarried couples who belong to Reform synagogues — will undoubtedly remain in force.

Within the Conservative movement, a minority attempt to define Jewishness on the basis of paternity as well as maternity has been soundly defeated.

More half-jew confusion.

**Patrilineal Jews Still Find Resistance, by Naomi Zeveloff, The Jewish Forward, 2 Apr 2012:**

Rachel Brook, a 29-year-old vocalist living in Brooklyn, was born to a Jewish Israeli father and a non-Jewish mother. After her parents divorced when she was 3, Brook was raised by her father as a Jew in a Reform synagogue. Last year, she decided to apply to cantorial school at the Academy for Jewish Religion, but because AJR doesn't accept students with only a Jewish father, Brook was told she would have to convert.

"It was hard for me to accept on many levels," she said. "I felt I lived a recognizably Jewish life. I'm part Israeli. Never would it have occurred to me that others might not view me as legitimate."

Accepted by the Reform and Reconstructionist movements, patrilineal Jews like Brook find themselves in limbo when they venture beyond their denominational walls. Nearly three decades after the Reform movement's landmark 1983 decision to accept patrilineal Jews, the standard has yet to catch on with Conservative or Orthodox Jewry.

Now, as the first children born since the decision are beginning to have families of their own, patrilineal descent remains one of the most controversial decrees in American Jewish history. As Jews today gravitate away from movement-based worship and toward pluralistic venues, the resolution appears to be taking on new urgency. In communal settings like Taglit-Birthright Israel, JDate and Hillel, patrilineal Jews find themselves intermingling with people who question their Jewishness. "Dissent over descent" has reached a fever pitch.

The most telling paragraphs:

Officials in the Reform movement, now the largest denomination in America, say that their decision opened the door for mixed marrieds who were intent on raising their children as Jews. But critics from the Orthodox and Conservative movements, and even from within Reform Judaism itself, say that patrilineal acceptance has diluted the Jewish community beyond recognition, giving rise to a generation of half-Jews with tenuous religious ties.

Furthermore, they contend that patrilineal acceptance drove a wedge through the heart of the Jewish community, creating competing definitions of what it means to be a Jew. Whereas at one time, Orthodox parents might have allowed their child to marry a Reform Jew, the patrilineal decision caused traditional Jews, wary of Reform bloodlines, to question that acceptance.

"Jewish movements' attempts to tamper with the definition of Jewish status obviously carried the seeds of terrible disunity for Jews as a people," wrote Avi Shafran, spokesman for the ultra-Orthodox advocacy group Agudath Israel of America, in an email to the Forward. "This is why the first embrace of 'patrilineality' was strongly condemned by Jews who valued Jewish unity — that is to say, the maintenance of a single entity called 'the Jewish people.'"

Reflecting on nearly 30 years of patrilineal descent, Reform leaders say that individual cases like Brook's were the rationale for shifting the definition of Jewish identity, one based on blood lineage, to one based on Jewish commitment. "We had to get rid of a dissing approach that was inherent in Judaism," said Rabbi Daniel Freeland, senior vice president of the Union for Reform Judaism. "We had a lot of individuals who feel good about their Jewishness, and who even had agreements with their partners to have a Jewish lifestyle, and there was no mechanism in Judaism to deal with those families."

What we see here are the various layers of Jews arguing about who's really a Jew and what's really best for the Jews. The coding is minimal, and the Jewish concern about *bloodlines* and *peoplehood* is plain. To the extent this is a debate over "religious" doctrine, it indicates that the core, the ultra-orthodox, the rightest and truest believers, the Jewiest of the Jews, are naturally those who most stringently reject mixing.

The patrilineal descent decision may not have brought intermarrieds into the fold en masse, but it didn't encourage intermarriage, either, as many of its early critics had warned would result. According to Cohen, the Reform movement's 1983 resolution had a negligible impact on the intermarriage rate, which had been rising steadily since the 1960s and then tapered off at around 47% in the early 2000s. "I believe it had a small impact upon group boundaries and the boundaries were melting and weakening anyway," he said. "The whole world of American religion has moved to nonexclusive identities, toward hybridity."

In Cohen's opinion, Reform Judaism's decision to accept patrilineals makes sense as a way to accommodate the children of intermarrieds. But he also applauds the Conservative and Orthodox movements' refusal to admit patrilineals without conversion. The approaches work together to send a potent mixed message to American Jewry — warning individuals against marrying outside the faith, but reassuring them that they'll be accepted in some circles if they do.

Even so, the varying definitions of what makes a Jew a Jew have riled the Jewish community at large. Patrilineals from the Reform and Reconstructionist movements say they feel excluded when they bump up against more traditional notions

of Jewish heritage. On a Birthright trip last December, for instance, Dartmouth University sophomore Patton Lowenstein, whose mother is a non-Jew, was chagrined when a rabbi at the Western Wall refused to wrap tefillin with him.

The second paragraph above acknowledges the Jewish double-talk and its pragmatic purpose: to appease the half-Jews most likely to make a stink about being rejected, while at the same time protecting the core of "the faith" from genetic taint.

More partial-Jew confusion (a product or example of Jewish double talk) and another "really interesting" broken link (saved by the Wayback Machine).

**Who is a half-Jew?, by Brad A. Greenberg, Jewish Journal, 13 July 2007:**

There is a really interesting story in today's Jewish Journal about the growing number of "[half-Jews](#)" fighting for acceptance. Jewish denominations differ on conversion requirements and whether the Jewish lineage comes from the mother or father, but each agrees that there is no such thing as a half-Jew—either you are or you aren't.

The broader question—[Who is a Jew?](#)—is one of the most [vexing](#) for world Jewry and me personally. Both my grandmothers were Jewish and so was one grandfather; I look like a Jew, walk like a Jew and quack like a Jew—must be a duck—but I believe in Christianity, which is anathema to Judaism. So am I a Jew?

The dead link is a "preview" link, preserved at '[Half-Jews' fight for acceptance](#)' (it is still alive at this [permalink](#)):

The Jewish world has a problem with the way Renee Kaplan defines herself: half-Jewish. Kaplan, a television producer in her mid-30s, is the daughter of a Jewish father and a non-Jewish mother who was raised Jewish.

"I've had endlessly to defend my half-Jewishness: resist rabbis who wanted to convert me, resent Jewish men who didn't want to date me," she writes in "Half/Life: Jew-ish Tales from Interfaith Homes" (Soft Skull Press, 2006).

Kaplan says she rejects anyone who deems her dual identity inauthentic.

Many children of intermarriage say they simply cannot turn their backs on the non-Jewish half of their identity. Their rabbis may say they are Jewish, but in their hearts they are also whatever grandma and grandpa are.

This openness to multiple identities is particularly true among college students, according to Daniel Klein and Freke Vuijst, who interviewed hundreds of students for "The Half-Jewish Book" published in 2000.

Klein says those who call themselves half-Jewish "feel they are a combination, they are an amalgam, they are bicultural."

A 2005 survey by Hillel: The Foundation for Jewish Campus Life found that 48 percent of college students who consider themselves Jewish come from intermarried homes. It's from this population that a new subculture is emerging of "people who draw from both sides of their heritage and synthesize their cultural halves into a remarkable new identity," the authors write.

It's something to celebrate, not hide, they argue.

Klein says his 27-year-old daughter considers herself half-Jewish, though he and Vuijst raised her as a Jew. She dedicated her bat mitzvah speech to her Dutch grandparents, who were honored as "Righteous Gentiles" for saving Jews during the Holocaust.

But her divided identity also causes her pain. In Israel on a visit, "everyone said she wasn't Jewish," Klein relates. At college she was kicked out of the kosher food line. Some who use the term are conflicted.

Some self-proclaimed half-Jews feel anger, as they struggle for a sense of belonging in Jewish denominations that reject their dual identity. "We'll be the majority of Jews in this country by 2030," [founder of half-jewish.net Robin] Margolis says. "Then the playing field changes. If we're the majority, we'll decide who's a Jew."

No, they won't. What half-Jews either don't understand or won't accept is the fact that the core of Jewry always has and always will determine who is or isn't a Jew.

Here's a half-Jew who gets closer to the truth but still can't accept it. [Of Mischlinge and Mamzers](#), The Holy Halfbreed ("for descendants of intermarriage exploring Jewish heritage"), 7 Feb 2010:

If we want to find each other, what can we call ourselves that won't upset anyone? In the aftermath of yet another numbing debate (Robin's latest article on Jewcy and ensuing discussion) and the binary world-view "you're either Jewish or you're not," with a little "we don't let Nazis decide who is Jewish" thrown in, AND the apparently hot-button issue we "halves" have inherited due to the simple audacity of having been born, I wonder why Jewish communities should do outreach to us as a demographic if they don't feel like it. I would have thought, based on logic, that it would serve them to do outreach to us because we are members of their extended families. There is a great deal of concern about Jewish continuity and assimilation, correct?

This article on the controversial subject of Who is a Jew describes what I often observe and others often deny. The link is below.

It has been difficult for me to understand the matrilineal descent rule as anything other than an artificial construct. It has a creepy similarity to being "raced" (to use Lani Guinier's term) by Nazis. Even though it is tribal, I can't wrap my brain around why ancestry should matter in determining who belongs and who doesn't, particularly today when we are mobile and often end up living far from where we were born. People adapt, after all. People convert to Judaism. So-called "intermarriage" is a fact of life. Intermarried couples who choose Judaism often receive grudging acceptance at best.

[The Matrilineal Principle and Jewish Identity](#), Halakhah Think Tank, 16 Jul 2009:

This approach is crystallized in a clear ruling in Mishnah Kiddushin, which states that a Gentile woman produces Gentile offspring. Even this ruling met with some popular resistance, however. A few centuries later we have evidence of some in the Jewish community of Tyre wanting to circumcise such children on Shabbat, revealing their sense that "patrilineal" Jews ought to have been a part of the Jewish community. The rabbinic response is fierce and clear: Such a child is a Gentile, in keeping with the Mishnah's ruling. We will see however, that the feeling that patrilineal Jews are not identical to other Gentiles resurfaces later on.

On the question of the children of Gentile fathers and Jewish mothers, classical rabbinic sources are divided, and a debate persists for centuries. Some sources—including the Mishnah—argue that such a child is a mamzer, a Jew, fully obligated in mitzvot, but forbidden from marrying Jews of untainted lineage. (A mamzer can legally marry only another mamzer or a convert, who also lacks pure Jewish lineage.) Others maintain the Jewishness of said matrilineal child, while either lowering the level of lineal taint—such as forbidding a daughter from such a union to marry a kohen—or claiming that no taint exists whatsoever.

(Correction: In the podcast I mistakenly identified Mishnah as part of the Torah rather than the Talmud.)

## "Disappearing Palestine" poster campaign takes Vancouver by storm

Dr Sarah Marusek, Thursday, 03 October 2013 14:41

In North America, the mainstream media is not exactly sympathetic to the Palestinian cause. This presents a huge obstacle for solidarity activists who want to change the hegemonic discourse of the Israeli-Palestinian conflict to reflect the reality on the ground: that Israel is an occupying power systematically cleansing Palestinians from their land.

As a result, activists are forced to adopt more creative approaches to campaign for Palestinian rights. One option that has been popular in recent years is organising poster and billboard campaigns, for example on subways, train lines or buses. The aim is to educate ordinary people in Canada and the US about the situation in Palestine, while at the same time reclaiming our public transit as an inclusive space.

This tactic has raised the ire of many pro-Zionist groups, who understand that their monopoly over the narrative of the conflict is key to maintaining Western support for Israel's occupation of Palestine. Thus they have done everything in their power to challenge these ad campaigns, which have so far appeared in US cities including [New York](#), [Portland](#), [San Francisco](#) and [Seattle](#), and are currently on display in Vancouver. This autumn the ads will also appear in Toronto and other Canadian cities as well.

Unsurprisingly, every time a new ad campaign is launched, pro-Zionist groups raise a public outcry. However the ensuing "controversy" often generates mainstream media attention, extending the reach of the ad campaigns. This has especially been the case in Vancouver, where a group of seven solidarity organisations known as the Palestine Awareness Coalition has recently orchestrated a \$15,000 ad campaign featuring "Disappearing Palestine" posters running on 15 buses and displayed as a large mural in a central Vancouver SkyTrain station. The posters and mural all feature four maps depicting how Palestinian land is being swallowed by Israel, while also pointing out that the UN classifies five million Palestinians as refugees.

Pro-Zionist groups were quick to respond.

Mitchell Gropper, chair of the Jewish Federation of Greater Vancouver, told Canadian news site [The Province](#) that the ads are "a provocative attack on Jewish people that will incite hatred," conflating the Jewish people with the State of Israel.

Anita Bromberg, the national director of legal affairs for B'nai Brith, the oldest Jewish service organization in the world that is committed to the State of Israel, claimed that the ads are contrary to the "rules and regulations" of the transit authority, adding that supporters of Israel "could be the target of hate, of violence or other acts of mischief" as a result of the ads.

But as columnist Robyn Urback observes in Canada's [National Post](#) newspaper, "The suggestion that criticism of Israel necessarily amounts to hatred of its supporters is a ridiculous position." Nevertheless, [The Province](#) reports that Jewish groups in Vancouver are so upset that they are even threatening to sue the transit authorities for running advertisements showing the "disappearance of Palestine due to Israeli occupation over the past 66 years."

Any such lawsuit, if it were ever to be filed, would likely go nowhere. Not only is free speech protected in Canada, but back in 2009 Canada's Supreme Court also decided in *Greater Vancouver Transportation Authority v. Canadian Federation of Students* that transit authorities could not block "political" advertisements.

This has led at least one pro-Zionist to commit an act of desperation: last week, the "Disappearing Palestine" mural was stolen from the Vancouver SkyTrain station.

The criminality of this act is not in question. According to the [National Post](#), the coalition had "received permission from Vancouver's local transit authority to install the poster in August," and the transit authorities say that the posters "comply with Canadian advertising standards and do not violate any human rights."

Furthermore the newspaper confirms that, "the stolen mural will be replaced." Charlotte Kates, a spokesperson for the Palestine Awareness Coalition, revealed

that while most of the media coverage was helpful, the coalition has also been subjected to media attacks. However in the end these attacks actually gained the coalition a donation specifically allocated for keeping the SkyTrain ad up for an additional month.

When the ads were first launched, Kates told the [National Post](#) that the coalition got the idea for the "Disappearing Palestine" campaign from similar ads that have run in American cities. She described how the coalition "wanted to draw attention to and shed light on the ongoing human rights violations... against Palestinians."

Since the Canadian government is such a strong supporter of Israel, Kates said that the coalition thinks it is particularly important for people in Vancouver and other Canadian cities to "learn about what's happening in Palestine now and what's happened there historically."

And according to [The Province](#), most passengers approve of the transit authority's right to display the ads. The news site reports that, "One woman, who declined to give her name, stopped to examine the ad and said while she wasn't well versed in the issue, she believes the ad should fall under the category of free speech."

Another passenger, Mohammed Hamid, said that he does not believe the ad was meant in a malicious way and he is pleased to see people in Vancouver paying attention to what is happening in Palestine. "Especially in Canada where, understandably, a lot of people aren't familiar with the issue," he remarked.

But while the "Disappearing Palestine" ads will remain on view in Vancouver despite the public outcry, pro-Zionist groups have been working behind the scenes to derail the next ad campaign from ever seeing the light of day in Toronto.

Last month, Canadians for Justice and Peace in the Middle East (CJPME) announced in a newsletter that their own campaign to run the "Disappearing Palestine" posters has been actively targeted from the very start: "Sadly, through various strategies over two months, the transit companies and ad agencies have tried to prevent the ads



from being posted. Designs have been lost, employees told to 'drop the ads', emails and calls ignored."

Now, even Canadian politicians are getting involved, perhaps ignoring the lesson learned by New York City lawmakers after they were publicly

lambasted by Mayor Michael Bloomberg for unsuccessfully trying to prevent a lecture about the Boycott, Divestment and Sanctions movement at Brooklyn College last February, scoring an "own goal". According to [Now](#) magazine, Toronto City Councillor James Pasternak

has said that he will "vigorously oppose" any attempt to put the ads on city transit, histrionically claiming that "the signage is the latest attempt by pro-Palestinian groups to 'hijack' public institutions in order to unfairly attack Israel."

## DISAPPEARING PALESTINE



**5 million Palestinians are classified as refugees by the UN**

Avi Benlolo, CEO of the Friends of Simon Wiesenthal Centre for Holocaust Studies, has also threatened that, "If the ads go up, we will post ours, and we'll go bigger than a bus. We'll go much bigger than they would even think."

To pre-empt any possible legal challenge, CJPME says that its legal counsel has already "sent a letter demanding that the transit authorities in question respect its constitutional rights to post these ads." The organizations continues that, "Despite the stonewalling, CJPME has an extremely strong case to pursue the ads," citing the 2009 Supreme Court ruling. Toronto's transport authorities apparently agree. According to Communications Director Brad Ross, "Not liking an ad, or an ad being controversial, isn't grounds for removing an ad. The Supreme Court of Canada's been very clear on that."

The ads are clearly legal, and any attempt to censor them or steal them is indeed a violation of constitutional rights, whether in the US or Canada, which is why they have successfully appeared in so many cities across North America. This raises an important question: if the US and Canada are refusing to violate rights in the name of Zionism inside their own territories, then why are they actively financing the violation of Palestinian rights in occupied Palestine?

<http://www.middleeastmonitor.com/articles/activism/7658-qdisappearing-palestineq-poster-campaigntakesvancouverbystorm#sthash.mrMOc7Qo.dpuf>

## A TEACHER'S GUIDE TO THE HOLOCAUST

Timeline • People • Arts • Activities • Resources



The Timeline section focuses on the history of the Holocaust, chronicling the years from 1918 to the present. Hitler's rise to power was the initiation of a period that wrought great fear and destruction. Millions were forced to live in ghettos, only to be deported later to the concentration camps. The tragic [\\*Rise of the Nazi Party \(1918-1933\)](#). During the fourteen years following the end of World War I, the Nazi party grew from a small political group to the most powerful party in Germany.

[\\*Nazification \(1933-1939\)](#). Once Hitler became Chancellor and later Reichsführer, the Nazi party quickly changed Germany's political, social, and economic structure.

details remained obscure until the liberation of the death camps and the further revelations during the Nuremberg War Trials. The subsections below offer a simplified outline for thinking about how the Holocaust unfolded. However, it should be kept in mind that many of the categories overlap.

[\\*The Ghettos \(1939-1941\)](#). Confining Jews to ghettos was another critical step in Hitler's Final Solution.

[\\*The Camps \(1941-1942\)](#). The concentration camps were Hitler's final step in the annihilation of the Jews.

[\\*Resistance \(1942-1944\)](#). People resisted by any means possible, from stealing a slice of bread to sabotaging Nazi installations.

**\*Rescue and Liberation (1944-1945).** Some survived through the heroics of neighbors; others were liberated by the Allies.

**\*Aftermath (1945-2000).** After the war, Nazi perpetrators faced punishment for their war crimes and survivors began rebuilding their lives.

<http://fcit.usf.edu/holocaust/timeline/timeline.htm>



The 1920s were marked by a period of exploration and creativity in the arts. New possibilities and genres were being explored in painting, writing and music.

Then, on October 29, 1929 (Black Monday) the Wall Street stock market crashed causing a chain reaction of catastrophic events. Banks failed, businesses closed, and rampant unemployment left governments powerless to stop the worldwide economic collapse.

In Germany, Adolf Hitler blamed the Jews not only for the economic crises, but also for the alleged degrading effects of contemporary art movements. The Jewish presence within Germany was declared a threat to the purity of the German State. When discussing the arts, Nazi leaders used the terms "Jewish" and "degenerate" interchangeably.

- **Art.** This section explores art made by inmates of the ghettos and camps, art that was classified as "degenerate" by the Nazis, art and architecture approved by the Third Reich, and art which has been created in response to the Holocaust.



Hitler's ideas concerning music and art shaped the cultural atmosphere and political policies for all of Germany. He decried the "degenerate" influence on German culture and stated his repugnance repeatedly. Any artist who did not fit into the ideal of *Volks* was not to be included. *Volks* was a key component to Hitler's ideal of Germany. It recalled a simple, pastoral life, meaning "folk and folkdom." True art as defined by Hitler was linked with the country life, with health, and with the Aryan race.

In 1933, three months after being appointed chancellor of Germany, Hitler issued the Law for the Cleansing of the Civil Service, declaring that any employee who was not of Aryan blood was to be fired. He also established the *Reichskammern* (Reich Chambers, or government departments) with Joseph Goebbels as minister. Artists and musicians who did not or could not become members were forbidden to work in their profession. Professors and art teachers who were Jewish or suspected sympathizers were dismissed from their posts. Many of those who did not flee the country were sent to ghettos and concentration camps. The

Bauhaus, an internationally renowned architectural school, was closed.

**\*Ghetto and Camp Art.** The record left by ghetto dwellers, camp internees, and displaced persons allows people to get a glimpse of life and death under Hitler.

**\*Nazi Approved Art.** Art was considered to be one of the most important elements to strengthening the Third Reich and purifying the nation.

**\*Degenerate (Entartete) Art.** By 1933, terms like "Jewish" "Degenerate" and "Bolshevik" were in common use to describe all art which did not fit the Nazi ideal.

**\*Art in Response to the Holocaust.** The memory of the Holocaust has inspired people from all walks of life to create various art forms to express their feelings about this terrible period in history.

**\*Teacher Resources.** Here you will find lesson plans and other resources for the study of the Holocaust through art.

| [Ghettos & Camps](#) | [Reich Art](#) | ["Degenerate" Art](#) | [Response](#) | [Teacher Resources](#) |



**\*Literature.** This overview of Holocaust literature offers helpful summaries of recommended works in each of the following categories: the voices of victims, survivor testimony, accounts of resistance, stories of rescue and heroism, the German experience, and response and reflection.

Literature, with its various genres, is an invaluable teaching tool. The experience of reading heightens awareness in several ways, primarily by either conveying factual information or by evoking empathetic or sympathetic responses. An inherent value of literature is its

ability to transport readers to different times, distant places, and unique circumstances. Through literature, readers can not only learn the facts about the Third Reich and World War II, but they can also make personal connections with those characters, real and fictional, who lived and died during the

Holocaust. An enormous amount and variety of Holocaust literature is available today for study. This section is intended as a brief overview for teachers, students, and researchers who desire to comprehend the dimensions of the Holocaust as represented in literature. Works are summarized, and suggested grade designations are provided for each work.

\***The Voices of Victims.** This category focuses on the importance of personal writing as a means of understanding the Holocaust. These diaries, stories and poems also serve to humanize the vast number of Holocaust victims by introducing readers to individuals with understandable dreams, passions and agonies.

\***Survivor Testimony and Literature.** The poignant testimony of Holocaust survivors reaffirms the will to live and to retain human dignity in the face of terrible adversity. These biographies and memoirs can help to personalize historical events and to establish real faces in the overwhelming sea of facts and statistics.

\***Accounts of Resistance.** There are thousands of unsung heroes of the Holocaust, both Jewish and non-Jewish, who resisted the Nazis in ways big and small. These remarkable stories of defiance counter the myth that Nazi victims passively submitted to their fate.

\***Stories of Rescue and Heroism.** It is imperative that the world recognize and remember the actions of the "Righteous Gentiles," those relatively few individuals who took definite steps and frequently risked their lives to save fellow human

beings. Many of those who deserve praise and honor are no longer alive to tell their stories.

\***The German Experience.** If the goal of Holocaust education is to prevent the recurrence of such a tragedy, then we must carefully examine the participants and the circumstances that permitted the rise of Nazism. The selections in this category focus on life in Germany during the rise and rule of the Third Reich.

\***Aftermath: Response and Reflection.** In the fifty years since the Holocaust, what moral lessons has the world learned? Works in this section that attempt to respond to this question include critical analyses, as well as fiction, drama, and poetry that honor the victims and survivors of the Holocaust.

\***Teacher Resources.** Here you will find lesson plans and other resources for the study of the Holocaust through literature.

| **Victims** | **Survivors** | **Resistance** | **Rescue** | **German Experience** | **Aftermath** | **Teacher Resources** |

**<http://fcit.usf.edu/holocaust/arts/lit.htm>**

\***Music.** The music section includes sound files to contrast music of the ghettos and camps with the music preferred by the Nazi leaders. There is also a discussion of "degenerate" music and a listing of compositions created in response to the Holocaust.

## Nazi Approved Music

Under the Nazi regime, all music produced had to fit within certain standards defined as "good" German music. Suppression of specific artists and their works was common, yet musicians were permitted limited artistic freedom. The Nazis attempted to create a balance between censorship and creativity in music to appease the German people.



**Adolf Hitler (front row on aisle) listens as Wagnerian conductor, Dr. C. Muck, leads the Leipzig Orchestra.**

This blend of art and politics led to a three-prong policy regarding musicians and artists:

Loyal Nazi members who were talented musicians were guaranteed a job.

Loyal Nazi members who were not talented musicians were not guaranteed a job.

Any non-Jewish person who demonstrated a "genius" for music and was a member of the *Reichsmusikkammer* (Reich Music Chamber) was permitted employment. This exception in policy permitted musicians like conductor Wilhelm Furtwangler and composer Richard Strauss to continue working.

According to Hitler and Goebbels (Hitler's second in command), the three master composers that represented good German music were Ludwig van Beethoven, Richard Wagner, and Anton Bruckner. All three composers lived prior to the 20th century.

**Ludwig van Beethoven (1770-1827)** believed that "strength is the morality of the man who stands out from the

rest." Hitler identified himself with Beethoven as possessing that heroic German spirit. Beethoven was so loved by the German people that his legacy of music was unrivaled by any other composer.

**EXAMPLE** Listen to a sample of Beethoven's *Ninth Symphony*.

**WEB LINK** Ludwig van Beethoven biography and picture gallery at the Classical Music Pages.

**Richard Wagner (1818-1883)** was Hitler's favorite composer. During World War I, it is reported, he carried Wagner's music from *Tristan* in his knapsack. Often Hitler had Wagner's music performed at party rallies and functions. Wagner's music was uncompromisingly serious, and intensely Teutonic. It was not only Wagner's music that 'struck a chord' with Hitler, but also his political views. Wagner wrote a violently antisemitic booklet in the 1850s called *Das Judenthum in die Musik* (Judaism in Music) insisting the Jews poisoned public taste in the arts. He founded the Bayreuth festival, which in the 1930s and 1940s was used by the Nazi party as a propaganda tool against the Jews.

**EXAMPLE** Listen to a sample of *Die Walküre* (*Ride of the Valkyrie*).

**WEB LINK** Short biography of Richard Wagner.

**WEB LINK** Richard Wagner Archive.

**WEB LINK** Richard Wagner biography and picture gallery at the Classical Music Pages.

**Anton Bruckner (1824-1896)** considered himself a disciple of Wagner. Bruckner and Wagner were contemporaries composing much of their music between 1845-1880. Bruckner met Wagner in 1865 at the premiere of *Tristan and Isolde* in Munich. He dedicated his *Third Symphony* to Wagner. Music historians have referred to Bruckner's *Adagio of the Seventh Symphony* as the Adagio of premonition. It is music written with funerals in mind. Wagner died shortly after Bruckner finished it in 1883. Like Hitler, Bruckner had humble beginnings. He never forgot his "peasant roots." Much of Bruckner's early training and education was under the guidance of Augustine monks. He had a genuine love of nature and "the great German Fatherland." To Hitler, Bruckner exemplified the people. A movement from Bruckner's *Seventh Symphony* was played upon the news of Hitler's death in 1945.



**WEB LINK** Anton Bruckner biography and picture gallery at the Classical Music Pages.

Most musicians and composers who lived during the Third Reich were less fortunate in their ability to please the Führer. For many musicians, survival meant compromise. Many tried to strike a balance between allegiance to Germany and commitment to their work. It was a difficult balance to achieve, knowing that to fail meant deportation or perhaps death. The following musicians were all involved to some extent with the Third Reich.

**Hans Hotter (b. 1909)** is a classical opera singer Hitler regarded as "the greatest baritone of the future." Even though Hotter was not a member of the Nazi party and had been known to make fun of Hitler at parties, he was given several prestigious positions within the Reich.

**WEB LINK** Repertoire and selected bibliography for Hans Hotter.

**Herbert von Karajan (1908-1989)**, a wealthy gifted musician and conductor, was the youngest director of an opera company in Germany in the 1930s. In order to obtain better conducting positions, Karajan joined the Nazi party where it was rumored he bought some of his appointments. After the war he was banned from conducting until 1948. He became the permanent director of the Berlin Philharmonic Orchestra in 1958 and was considered one of Europe's most popular conductors.

**Clemens Krauss (1893-1984)**, the illegitimate child of the Archduke of Hapsburg and a Viennese actress, was an accomplished opera conductor. He was a favorite of Hitler, though he was not a Party member. Krauss became a captive of Hitler's music ministry. Though he tried to be transferred to Vienna on numerous occasions, Hitler insisted that he work in Munich.

**WEB LINK** A short biography of Clemens Krauss.

**Elly Ney (1882-1968)**, the daughter of a music teacher and an army sergeant, was a child prodigy. When she was ten she had a Jewish piano teacher at the Cologne Conservatory. She disliked her teacher immensely, because of his race. In 1933 she was asked to fill in for a Jewish musician who had been banned from performing, she regarded this as an insult, and said she only managed to do it by concentrating on the music.

**Hans Pfitzner (1869-1949)** called himself a German genius. He was a rabid nationalist who believed that all art should

serve the Fatherland. He once tried to persuade Mahler that the most essential feature of Wagner's music was that it was German, rather than good. Mahler responded that all great artists leave their nationality behind and strive to produce a masterpiece. Pfitzner left the room in a fit of rage. He was compared to Strauss, yet is almost unknown today. His most famous opera was *Palestrina*.

**WEB LINK** A short biography of Hans Pfitzner at the Classical Music Pages.

**WEB LINK** Caricature and recommended recordings of Hans Pfitzner.

**Li Stadelmann** was a harpsichord player who specialized in Bach's music. She joined the Nazi party in 1933, stating, "Our German masters will find German interpreters." She was an antisemite, who felt that Jews had no place in German culture or society.

**Richard Strauss (1864-1949)** was appointed president of the *Reichsmusikkammer* (Reich Music Chamber) when Hitler came to power in 1933. Strauss accepted it as a way to get legislation passed which would benefit "serious" composers in a country he felt had become too commercial in its musical taste. His primary interest was purely musical, whether or not a person was Jewish was irrelevant to him. He regularly refused to fire Jewish musicians and continued to work with Jewish librettist, Stefan Zweig. In written statements to Zweig he indicated his aversion to political policies. This politically incorrect stance put him at odds with the Nazi government. Goebbels felt Strauss was opportunistic and distrusted him, considering his music borderline German. Only his worldwide fame kept him from being a "persona non grata." Because Strauss had Jewish relatives (his daughter-in-law) he was forced to deal cautiously with the authorities. There is a story that he attempted to visit his daughter-in-law's mother who was imprisoned at Terezín. The camp guards refused him entrance. Her photograph was returned to Strauss soon after her death. Strauss was forced to resign in 1935 after which time his music was censored by the *Reichsmusikkammer*.

**WEB LINK** The Richard Strauss Page, a hotlist of Internet resources on the composer.

**WEB LINK** Lyrics and background information about the Horst Wessel Song, the Nazi anthem.

| [Ghettos & Camps](#) | [Reich Music](#) | ["Degenerate" Music](#) | [Response](#) | [Teacher Resources](#) |



The People section investigates the human drama of the Holocaust. The participants are grouped according to perspective, either forced or chosen. As in any other facet of life, the groups are not mutually exclusive.

**Victims.** Millions were victimized by the Nazi regime during the Holocaust: Jews, Gypsies, political enemies, Jehovah's Witnesses, homosexuals, and people with disabilities.

**Perpetrators.** Hitler created an atmosphere of terror that was maintained by force.

**Bystanders.** Throughout the world, many stood by and watched as the atrocities mounted.

### **[Fredrick Töben meets Dr Eva Schloss – Anne Frank's posthumous half-sister**

After my 1 October 2008 arrest at Heathrow Airport I was taken to the Heathrow Police Station for processing, then transported to the City of Westminster – COW – Magistrates' Court where Judge Evans ordered me detained. From there it was to Wing D, Landing 3, Cell 38 at HMP Her Majesty's Prison – Wandsworth. The next day, Thursday 2 October, I saw on the landing notice board the following:

**GUEST SPEAKER**

**Resisters.** Resistance took many forms, from individual acts to organized armed resistance against the Nazi terror.

**Rescuers.** Rescuers, by hiding victims in attics or by helping them to escape to other countries, saved many who would have perished.

**Liberators.** The Allies liberated the concentration camps in 1945 and became unwilling witnesses to the horror.

**Survivors.** Survivors relate their thoughts and feelings about living through such a terrible period of human history.

**Children.** Children were especially vulnerable in this tragic period.

### **– Anne Frank's posthumous half-sister**

On 2nd October at 2pm we have Dr Eva Schloss giving a talk in the Orison.

She is a holocaust survivor and Anne Frank's sister.

If you are interested in hearing her talk and asking questions about her experiences please put your name on the list below:

**Name: Fredrick Töben**  
**Prison Number: XF9993**  
**Cell Location: D- 3 - 38**



– which I did.

The well-known 32-panel exhibition titled 'A history for today: Anne Frank' was set up in the prison church and about 55 of the 1600 prisoners at Wandsworth attended.

I recall that some years ago this very same exhibition had been shown in Adelaide, but there the panels ended with Anne Frank's Auschwitz stay. The current exhibition clearly states that Anne died at Bergen-Belsen, and is then augmented by panels that deal with current 'racist' issues and the 'Holocaust'.

For example:

"In 2006 there were 50,000 hate crimes reported nationwide. An estimated 260,000 were not reported to the police."

"Today I can say it 'Gassed'" - Ruth Wallage-Birheim

"... the goal is to kill all seven million Jews in Europe."

"It is not true that six million Jews were murdered: one Jew was murdered six million times over." - Abel Herzberg

"The Holocaust is a major stumbling block in the neo-Nazi attempts to obtain support for their ideas. Publications denying the holocaust appear regularly. In many countries there has been a sharp increase in extreme nationalism in the last few years, often accompanied by hatred of foreigners."

Eva Schloss began with a biographical sketch of Anne Frank's life, interspersing it with many asides, such as:

"Hitler decided to kill all Jews in the world. Of the 50 million Jews Hitler killed 6 million."

She asked: "What is a Jewish look? A pure race does not exist. There are blue-eyed Jews in Israel. Now everybody is mixed, intermarry and have sex with each other."

She also stated that Hitler at first did not want to kill all Jews. Up to 1936, if you had money and a visa to Palestine it was possible to get out of Germany. Then the Wannsee Conference was planned "by 20 heads how to kill 6 million people cheap".

The Frank family escaped to then safe-haven Holland, and a well-constructed model of the house made by 'Staff and offenders at HMP Wakefield' forms part of the exhibition.

Dr Schloss said that England did not want a war but "Churchill saw danger of Hitler, and when the Americans came in things changed. They declared war on Japan and Germany declared war on the USA".

Anne's family was betrayed in Holland and deported to Auschwitz, one of 300 camps: work – concentration and death camps.

Killing was done by gas – the gas chambers worked 24-hours a day ... "People from all over Europe were selected, then straight away to be gassed".

In June 1944 Hungarians immediately sent to gas chambers – "100 people in one go – peephole in door – within 3 weeks we were told this".

Schloss then admits that while she was at Auschwitz, "ours was a real shower – little water – smelly body – lice – starvation – death. I realize every day I'm divine, I'm lucky. I'm 79, I survived ... I started to speak after 40 years – suppressed it. During the 70s not ready".

She concluded by giving the prisoners a message:

"Anne wrote and did something with her life. You do something with your life. It has so much to offer. Open your eyes and make something of it."

Question time also brought interesting responses. She admitted: "I have never met a German who knew what was going on."

"Hitler was in prison for two years and wrote *Mein Kampf*, which contains the exact plans of killing Jews and to conquer the world ... creating A German empire ... He was only an uneducated housepainter."

Question: "Was Hitler mad?"

Answer: "A mad person could not go so far. Evil? Yes. Luckily he made many mistakes."

Question: "Was Hitler part Jewish?"

Answer: "One doesn't really know."

She stated: "Hitler was fighting communism. He was gassed in World War One. German people are proud – they were defeated – wanted revenge – all goes back to World War One ....Eichmann planned the final solution – he was found in South America by Simon Wiesenthal."

On Judaism and Christianity: "Judaism and Christianity are similar. On 30 September we had new year 5273 ... we are an old race. Jesus was a Jew but he started to preach different things ... the apostles created Christianity."

At the end of question time Eva Schloss was standing in front of me, and I stood up and said that the circle had now closed and I was in prison because I seek a dialogue on the matters she raised. She smiled and firmly shook my hand and wished me luck! I left it at that. Prior to my attending the talk some of the prison officers felt that owing to my own views on the Holocaust-Shoah my presence at this event may upset Eva Schloss, if she found out who I was. I re-assured the officers that I know how to behave and still get my point across.

**Fredrick Töben, HMP Wandsworth, London, UK**

**2 October 2008. From: 50 Days in Gaol, P23-25.]**



These activities have been developed for teachers to use as a guide. Our intent is to give teachers a framework to follow for use in a Holocaust unit of study. The philosophy behind these activities is based on constructivist pedagogy, brain-based learning and the awareness of the

theory of multiple intelligences. We hope teachers will use them and build on them to fit the needs of students, taking into account their age, maturity, and ability levels. We strongly urge teachers to read and reread the Guidelines for Teaching the Holocaust published by the

United States Holocaust Memorial Museum before designing activities or using the ones we offer in *A Teacher's Guide to the Holocaust*. The suggestions and cautions the Holocaust Museum offers are important and invaluable in delivering Holocaust instruction. The

sensitivity of the subject matter requires careful consideration when designing curriculum and guiding students in presentations and research.

The student activities in this guide have been divided into three sections by suggested grade level. Nonetheless, teachers should carefully consider the

appropriateness of any activity for their particular classes rather than depending entirely upon the grade level suggestion of the lesson plan author.

#### **ACTIVITY Elementary lesson plans.**

When teaching about the Holocaust, it is important to keep the student's age in mind. The matrix and lessons provided below may be used as a guideline for the elementary grades.

Children in the primary grades can be expected to understand concepts related to family, similarities and differences in people, and getting along with others. According to Piaget (1969), children of this age should be expected to have difficulty with time-related concepts although they can develop conceptual understanding and learning processes about time that are important for future acquisition of historical concepts. In the intermediate grades, students learn a great deal about history outside of school. This knowledge comes from experiences with historic buildings and sites, artifacts, stories told by relatives, and images presented in the media. Sharing objects, family heirlooms, an object from each year of the child's life is important. Beginning with students' experiences provides meaning and significance.

Students in the intermediate grades begin to practice skills such as decision making and conflict resolution, and to build tolerance and compassion for others.

It is strongly recommended that the term Holocaust not be introduced prior to the fifth grade. Beginning in fifth grade and continuing on through the middle grades is recommended that the students study about the events and history that led up to the final solution. The *Diary of Anne Frank* is typically reserved for eighth grade. Teaching specifically about the camps and the final solution is best left for high school.

The following matrix was created by the Pinellas County Schools, Office of Community Services and Human Relations and The Florida Holocaust Museum and Educational Center to provide guidelines for Holocaust education in the elementary school.

	THEMES/TOPICS	SOCIAL STUDIES	THE ARTS	LANGUAGE ARTS	ETHICS/ RESPONSIBILITIES	RESEARCH/ THINKING
<b>PRE K-2</b>	belonging, understanding, and appreciating differences; learning to get along	recognizing similarities and differences of people and communities; variations in families; customs and values of diverse groups	using art forms to understand family and cultural celebrations	reading and writing in response to literature	affect of rules on the way people live; living and working together; how people abide by rules of conduct and resolve their conflicts; promo- tion of tolerance, understanding, and acceptance	accessing information using tables, charts, graphs; observe, identify, order, describe; and compare and contrast
<b>3-5</b>	confronting change; evaluating customs and values of groups in conflict; recognizing and resisting conditions detrimental to human development and opportunity	recognizing changes over time; becoming a responsible, respectful member of democratic society; becoming aware of how democratic processes help to solve problems; learning how customs and values create different types of communities	using art forms to gain an understanding of cultures from the past and present	reading and writing for various purposes; using journals, diaries, and other forms of literature to gain an understanding of history	solving problems and conflicts peaceably; making decisions and participating in a democracy; recognizing ethical and unethical uses of power; promoting tolerance, understanding, and acceptance	locating, manipulating, and summarizing information from oral, visual, and written sources in addition to the above

The following activities were produced by a number of educators for a variety of elementary teaching situations. Please carefully consider the appropriateness of any activity before introducing it to your students. What may have worked well in one classroom may not be appropriate for students in another classroom where educational background and life experiences may be substantially different.

**ACTIVITY** Beginning Holocaust Studies. A thematic unit developed for fifth grade.

**ACTIVITY** Camels and Pyramids. Students identify patterns and rhythm in art.

**ACTIVITY** Deliberate Acts of Kindness. Students recognize and honor the kind acts of Holocaust liberators and rescuers, cultivate their ability to do kind acts, and realize the importance of those acts to others.

**ACTIVITY** Elementary: K-4 Suggested Activities and Strategies.

**ACTIVITY** Epidemic, Plague and Infection. Students recognize disease vectors (pathways) and risk factors for infectious disease

**ACTIVITY** Folk Dances of Eastern Europe. Students experience folkdance as a form of expressive art and appreciate the rich cultural heritage of Eastern Europe.

**ACTIVITY** A Holocaust Monument. Students use geometric shapes or forms to create a Holocaust monument.

**ACTIVITY** Letter of Memorial. Students write a letter to a foreign language newspaper in memory of victims or ask that readers remember the lessons of the Holocaust.

**ACTIVITY** *The Lily Cupboard* by Shulamith Ley Oppenheim. A lesson based on this book.

**ACTIVITY** *Molly's Pilgrim*. A third grade unit from the Holocaust Outreach Center at Florida Atlantic University.

**ACTIVITY** *Number the Stars* by Lois Lowry. Students become acquainted with the threat to all citizens, especially to Jewish citizens, resulting from the imposition of Nazi authority and appreciate the courage exhibited by ordinary people acting out of conscience.

**ACTIVITY** *Number the Stars* by Lois Lowry. A lesson based on this book.

**ACTIVITY** *Number the Stars* by Lois Lowry. This review by Carol Otis Hurst first appeared in Teaching K-8 Magazine.

**ACTIVITY** Oral History. Students interview members of an older generation and present their findings. Activity includes questions that would be appropriate to use with a Holocaust survivor.

**ACTIVITY** Population Density in the Ghettos. Students make calculations of population density and recognize the stressful conditions experienced by European ghetto dwellers due to high population density and scarcity of resources.

**ACTIVITY** Shemini Atzeret: Simhat Torah. Students become acquainted with a part of the rich heritage of the Jewish people.

**ACTIVITY** *Snow Treasure* by Marie McSwigan. A lesson based on this book.

**ACTIVITY** Starvation in the Ghettos. Students recognize the suffering and loss of life experienced in Holocaust ghettos due to food rationing, identify the basic food groups, USDA requirements and compare those to rations of ghetto and camp inmates.

#### **ACTIVITY Middle school lesson plans.**

When teaching lessons about the Holocaust, it is important to keep the student's age in mind. The matrix and lessons provided below may be used as a guideline for teachers of middle school students.

Middle school students begin to learn about prejudice and the harm it causes. They will learn to question and react to literature about the Holocaust. In addition, they will recognize humane and inhumane behaviors that people are capable of.

**ACTIVITY** Survivor Interview. Students listen to stories from survivors of the Holocaust.

**ACTIVITY** *Twenty and Ten*. Holocaust Outreach Center - Florida Atlantic University: Fourth Grade Unit.

**ACTIVITY** *The Upstairs Room*. A core book guide for *The Upstairs Room*.

**WEB LINK** Holocaust and Genocide Curriculum from the New Jersey Commission on Holocaust Education.

**WEB LINK** *Learning to be Friends*, a unit of nine lesson plans for kindergarten through second grade from the New Jersey Holocaust Commission includes: Barney and Friends, Hola Mexico, Best Friends, Dumbo, For Every Child a Better World, Island of the Skog, Sneetches, The Dragon Kite, The Ugly Duckling, and Why Did It Happen.

**WEB LINK** *Communities Are People*, a unit of nine lesson plans for third and fourth grades from the New Jersey Holocaust Commission includes: Allen Jay and the Underground Railroad, Angel Child, Dragon Child, Different and Alike, Ethnic Pride, Miracle at Moreaux, Molly's Pilgrim, Number on my Grandfather's Arm, Soup, The Keeping Quilt, The Most Beautiful Place in the World, The Patchwork Quilt, The Point, The Red Balloon, and Young and Old Alike.

**WEB LINK** *People Need People*, a unit of six lesson plans for fifth and sixth grades from the New Jersey Holocaust Commission includes: Ajeemah and his Son, Children of the Wolf, I Never Saw Another Butterfly, Nightmare: The Immigration of Joachim and Rachel, Pocahontas--Indian Princess, and Set Straight on Bullies.

**WEB LINK** Teacher Workbook for the exhibit, *Anne Frank in the World, 1929-1945*. Produced by the Friends of Anne Frank in Utah and the Intermountain West Region.

**WEB LINK** Teresa Morretta's Holocaust lesson plans for grades 4-12.

**WEB LINK** Curricular resources bibliography from the Simon Wiesenthal Center.

**WEB LINK** Sunshine State Standards.

<http://fcit.usf.edu/holocaust/activity/Intermed.htm>

The following matrix was created by the Pinellas County Schools, Office of Community Services and Human Relations and The Florida Holocaust Museum and Educational Center to provide guidelines for Holocaust education in the middle school.

	THEMES/TOPICS	SOCIAL STUDIES	THE ARTS	LANGUAGE ARTS	ETHICS/ RESPONSIBILITIES	RESEARCH/ THINKING
<b>6-8</b>	confronting change and loss; responding to unfairness and danger; displaying courage and	recognizing how lives can be changed by people and events; becoming aware of political and social decisions that affect the	using art forms to gain an understanding of cultures from the past and present	reading and interpreting primary sources; writing journals in response to historical and	becoming aware of ethical and unethical uses of power; being responsible for members of the community;	using technology to observe and analyze the interrelationships between humans and their environments

	resourcefulness	quality of life; learning how diverse groups adapt to new environments; recognizing the importance of participation in the community		geographic problems; writing accurate research papers with correct documentation	rejecting stereotypes and prejudice; promoting tolerance, understanding, and acceptance	
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**ACTIVITY** Anne Frank (1). Students create timelines of Anne Frank's life and history.

**ACTIVITY** Anne Frank (2). Student activities from the Anne Frank Center USA.

**ACTIVITY** Book Talk. Suggestions for activities related to the reading of a Holocaust-themed book include keeping a journal and e-mail correspondence with another student reading the same book.

**ACTIVITY** Camels and Pyramids. Students identify patterns and rhythm in art.

**ACTIVITY** *Camera of My Family*. Discussion questions for use with the video, *Camera of My Family*.

**ACTIVITY** Cartoon: Truth or Tale. Students view Nazi propaganda and discuss the power of symbolism and suggestion

**ACTIVITY** Class Memorial. Students plan and conduct a memorial service commemorating the victims of the Holocaust.

**ACTIVITY** Commemorative Plates. Students make commemorative plates for Holocaust victims.

**ACTIVITY** David Olère. Students analyze the artwork of David Olère and compare it to Holocaust photographs on the site.

**ACTIVITY** Deliberate Acts of Kindness. Students recognize and honor the kind acts of Holocaust liberators and rescuers, cultivate their ability to do kind acts, and realize the importance of those acts to others.

**ACTIVITY** Diaries. Students explore the differences between Holocaust diaries and memoirs before creating their own diary.

**ACTIVITY** Epidemic, Plague and Infection. Students recognize disease vectors (pathways) and risk factors for infectious disease.

**ACTIVITY** Folk Dances of Eastern Europe. Students experience folkdance as a form of expressive art and appreciate the rich cultural heritage of Eastern Europe.

**ACTIVITY** Headlines. Students respond to news articles from the Holocaust era.

**ACTIVITY** A Holocaust Monument. Students respond using geometric shapes or forms to create a Holocaust monument.

**ACTIVITY** In the Original Words. Students read, translate and discuss Holocaust documents written in their original languages.

**ACTIVITY** Inside the Warsaw Ghetto. Students participate in a round table discussion of life in the Warsaw ghetto.

**ACTIVITY** It Can't Happen Here or Can It?: Peer Pressure, Prejudice and Intolerance.

**ACTIVITY** Letter of Memorial. Students write a letter to a foreign language newspaper in memory of victims or ask that readers remember the lessons of the Holocaust.

**ACTIVITY** Looking at Photographs. Students analyze photographs for details needed to unlock meanings.

**ACTIVITY** Map Studies. An interdisciplinary unit for middle school.

**HAND OUT** A set of maps for use with the map unit above.

**ACTIVITY** Mapping Survivor Stories. Students trace a survivor's story using a timeline, map skills, photography, poetry, and/or prose.

**ACTIVITY** News Flash! Students create news headlines of the Holocaust.

**ACTIVITY** News Watch. Students track prejudice and human rights issues in current newspapers or on the Web.

**ACTIVITY** Oral History. Students interview members of an older generation and present their findings. Activity includes questions that would be appropriate to use with a Holocaust survivor.

**ACTIVITY** People are People. Students compare groups that have been treated with prejudice.

**ACTIVITY** Population Density in the Ghettos. Students make calculations of population density and recognize the stressful conditions experienced by European ghetto dwellers due to high population density and scarcity of resources.

**ACTIVITY** Raven' Beauties. Students learn about the Women of Ravensbrück and design a postage stamp to honor them.

**ACTIVITY** Shemini Atzeret: Simhat Torah. Students become acquainted with a part of the rich heritage of the Jewish people.

**ACTIVITY** Starvation in the Ghettos. Students recognize the suffering and loss of life experienced in Holocaust ghettos due to food rationing, identify the basic food groups, USDA requirements and compare those to rations of ghetto and camp inmates.

**ACTIVITY** Survivor Interview. Students listen to stories from survivors of the Holocaust.

**ACTIVITY** Time Capsule. Students share their response to a study of the Holocaust with future generations.

**ACTIVITY** Timeline. Students create a timeline of major Holocaust events and compare it to other events happening at that time.

**ACTIVITY** The Upstairs Room. A core book guide.

**ACTIVITY** Käthe Kollwitz: Never Again War! Students investigate the life and artwork of Käthe Kollwitz.

**ACTIVITY** The Wave. Comprehension questions for use with The Wave video.

**ACTIVITY** The White Rose. Students compare articles about human rights and prejudice from current newspapers to the situation in Germany during the Holocaust.

**WEB LINK** "Choosing To Make a Better World," a unit of six lesson plans for seventh and eighth grades from the New Jersey Holocaust Commission includes: Au Revoir Les Enfants, The Devil in Vienna, The Island on Bird Street, The Night of Broken Glass, Rescue--The Story of How Gentiles Saved Jews in the Holocaust, and Zlata's Diary.

**WEB LINK** Curricular resources bibliography from the Simon Wiesenthal Center.

**WEB LINK** Deathly Silence: Everyday People in the Holocaust is a Holocaust education manual produced by the Southern Institute for Education and Research, Tulane University.

**WEB LINK** Florida Department of Education Sunshine State Standards site.

**WEB LINK** Guided exploration of sixth grade art and poetry on the Cybrary of the Holocaust site.



**WEB LINK** The History of the Holocaust from a Personal Perspective: Lesson plans from the Ernest and Elisabeth Cassutto Memorial Page.

**WEB LINK** Holocaust Eighth grade unit of practice.

**WEB LINK** Holocaust and Genocide Curriculum from the New Jersey Commission on Holocaust Education.

**WEB LINK** The Holocaust/Genocide Project (HGP) is an international, nonprofit, telecommunications project focusing on study of the Holocaust and other genocides.

**WEB LINK** The Holocaust. A Guide for Teachers is an excellent teacher's guide to many important Holocaust topics such as prejudice, antisemitism, and Fascism. Each chapter includes objectives, activities, discussion questions, and other aids for the teacher.

**WEB LINK** "People Need People," a unit of six lesson plans for fifth and sixth grades from the New Jersey Holocaust Commission includes: Ajeemah and his Son, Children of the

Wolf, I Never Saw Another Butterfly, Nightmare: The Immigration of Joachim and Rachel, Pocahontas--Indian Princess, and Set Straight on Bullies.

**WEB LINK** Study guide with activities was created for the PBS production The Trial of Adolf Eichmann.

**WEB LINK** Teacher Workbook for the exhibit, Anne Frank in the World, 1929-1945, produced by the Friends of Anne Frank in Utah and the Intermountain West Region.

**WEB LINK** Teresa Morretta's Holocaust lesson plans for grades 4-12.

**WEB LINK** The Truth About Anne Frank is a twelve hour class outline available at the Cybrary.

**WEB LINK** Sunshine State Standards.

<http://fcit.usf.edu/holocaust/activity/MiddleSc.htm>

### **ACTIVITY** High school lesson plans.

When teaching lessons about the Holocaust, it is important to keep the student's age in mind. The matrix and lessons provided below may be used as a guideline for teachers of high school students.

Students see how individuals, groups and entire communities promote responsibility. In addition, they are exposed to

discrimination, prejudice and antisemitism and their effects on people.

The following matrix was created by the Pinellas County Schools, Office of Community Services and Human Relations and The Florida Holocaust Museum and Educational Center to provide guidelines for Holocaust education in the high school.

	THEMES/TOPICS	SOCIAL STUDIES	THE ARTS	LANGUAGE ARTS	ETHICS/ RESPONSIBILITIES	RESEARCH/ THINKING
9-12	analyzing human behavior and historical processes; identifying causes, forms, and effects of discrimination; setting standards for responsible action	recognizing change over time; learning how indifference in the community can effect people's lives; rejecting stereotyping of others; opposing discrimination, prejudice, and antisemitism	using art forms to express that which is vital to the community	reading and interpreting primary sources; writing journals in response to historical and geographical problems	recognizing ethical and unethical uses of power; becoming aware of individual, group, and community roles in advocating personal, societal, and political responsibility; promoting tolerance, understanding, and acceptance	using technologies to gather historical and contemporary evidence in order to question and interpret

**ACTIVITY** All Men Are Created Equal. Students begin with a quotation from Lincoln and explore the theme of equality by reading news articles and by making a multimedia presentation.

**ACTIVITY** Bioethics of Eugenics. Students consider and discuss the ethical aspects of Nazi racial ideology including sterilization, marriage prohibitions, and euthanasia.

**ACTIVITY** Book Talk. Suggestions for activities related to the reading of a Holocaust-themed book include keeping a journal and e-mail correspondence with another student reading the same book.

**ACTIVITY** Bystanders in the Holocaust. Students recognize the effects of apathy and indifference and explore legal responses to issues raised by the Holocaust.

**ACTIVITY** Camels and Pyramids. Students identify patterns and rhythm in art.

**ACTIVITY** Camera of My Family. Discussion questions for use with the video, *Camera of My Family*.

**ACTIVITY** Cartoon: Truth or Tale. Students view Nazi propaganda and discuss the power of symbolism and suggestion.

**ACTIVITY** Class Memorial. Students plan and conduct a memorial service commemorating the victims of the Holocaust.

**ACTIVITY** Comprehension questions for use with *The Wave* video.

**ACTIVITY** Current Connections. Students explore ways to prevent deception about the Holocaust.

**ACTIVITY** David Olère. Students analyze the artworks of David Olère and compare them to Holocaust photographs on the site.

**ACTIVITY** Deliberate Acts of Kindness. Students recognize and honor the kind acts of Holocaust liberators and rescuers, cultivate their ability to do kind acts, and realize the importance of those acts to others.

**ACTIVITY** Diaries. Students explore the differences between Holocaust diaries and memoirs before creating their own diary.

**ACTIVITY** Eleventh Grade Language Arts Unit.

**ACTIVITY** Eleventh Grade Social Studies Unit.

**ACTIVITY** Epidemic, Plague and Infection. Students recognize disease vectors (pathways) and risk factors for infectious disease.

**ACTIVITY** The Final Solution. This student activity is designed to familiarize students with the evolution of antisemitism, to acquaint them with the political ideology of Nazism, to develop empathy for Nazi victims and their fate, and to assess responsibility.

**ACTIVITY** Folk Dances of Eastern Europe. Students experience folkdance as a form of expressive art and appreciate the rich cultural heritage of Eastern Europe.

**ACTIVITY** Forgotten Daughters. Students recognize the contribution of women in the Holocaust.

**ACTIVITY** Headlines. Students respond to news articles from the Holocaust era.

**ACTIVITY** A Holocaust Monument. Students respond using geometric shapes or forms to create a Holocaust monument.

**ACTIVITY** Holocaust Rescue. This activity will help students understand the perspective of a survivor and/or liberator.

**ACTIVITY** Human Nature. Students discuss a list of questions related to human nature.

**ACTIVITY** In the Lead. Students reflect upon questions posed in an article that appeared in a secret magazine published in the Terezín ghetto.

**ACTIVITY** In the Original Words. Students read, translate and discuss Holocaust documents written in their original languages.

**ACTIVITY** Interpretation. Students become familiar with the language used in Nazi Propaganda.

**ACTIVITY** Investigating Human Behavior. Students learn about human behavior such as prejudice and discrimination .

**ACTIVITY** Journey to America. A lesson on the book by Sonia Levitan.

**ACTIVITY** Käthe Kollwitz: Never Again War! Students investigate the life and artwork of Käthe Kollwitz.

**ACTIVITY** Letter of Memorial. Students write a letter to a foreign language newspaper in memory of victims or ask that readers remember the lessons of the Holocaust.

**ACTIVITY** Liberation and Return to Life. This student activity is designed to familiarize students with survivors and their lives after liberation.

**ACTIVITY** Looking at Photographs. Students analyze photographs for details needed to unlock meanings.

**ACTIVITY** Mapping Survivor Stories. Students trace a survivor's story using a timeline, map skills, photography, poetry, and/or prose.

**ACTIVITY** News Flash! Students create news headlines of the Holocaust.

**ACTIVITY** News Watch. Students track prejudice and human rights issues in current newspapers or on the Web.

**ACTIVITY** Oral History. Students interview members of an older generation and present their findings. Activity includes questions that would be appropriate to use with a Holocaust survivor.

**ACTIVITY** Population Density in the Ghettos. Students make calculations of population density and recognize the stressful conditions experienced by European ghetto dwellers due to high population density and scarcity of resources.

**ACTIVITY** Prejudice Discussion. Students discuss questions related to prejudice.

**ACTIVITY** Primary Source Materials. Students explore the use of primary sources in research.

**ACTIVITY** Raven' Beauties. Students learn about the Women of Ravensbrück and design a postage stamp to honor them.

**ACTIVITY** Research Janusz Korczak. Research children in the ghetto and discuss why Janusz Korczak gave his life to march to his death with the children.

**ACTIVITY** Resistance during the Holocaust. This student activity is designed to familiarize students with the different forms of resistance during the Holocaust.

**ACTIVITY** The Rise of Antisemitism. Students explore the evolution of antisemitism.

**ACTIVITY** Shemini Atzeret: Simhat Torah. Students become acquainted with a part of the rich heritage of the Jewish people.

**ACTIVITY** *The Song of the Murdered Jewish People*. Students are exposed to poetry by Zlata Razdolina set to music and practice narration.

**ACTIVITY** Starvation in the Ghettos. Students recognize the suffering and loss of life experienced in Holocaust ghettos due to food rationing, identify the basic food groups, USDA requirements and compare those to rations of ghetto and camp inmates.

**ACTIVITY** Survivor Interview. Students listen to stories from survivors of the Holocaust.

**ACTIVITY** Swiss Bank Accountability: Mock Trial. Students investigate the role of the Swiss in Nazi gold transactions during World War II.

**ACTIVITY** Teaching About Genocide by Joyce Freedman Aspel

**ACTIVITY** Testimony: A Lesson in Creating Poetry. Students create poetry by reformatting Holocaust testimony.

**ACTIVITY** Timeline. Students create a timeline of Holocaust events related to a survivor's story.

**ACTIVITY** The White Rose. Students compare articles about human rights and prejudice from current newspapers to the situation in Germany during the Holocaust.

**WEB LINK** Assignment: Rescue: The Story of Varian Fry and the Emergency Rescue Committee, an eight-day unit for high school.

**WEB LINK** The Beast Within is an interdisciplinary unit for ninth graders.

**WEB LINK** Deathly Silence: Everyday People in the Holocaust is a Holocaust education manual produced by the Southern Institute for Education and Research, Tulane University.

**WEB LINK** The History of the Holocaust from a Personal Perspective: Lesson plans from the Ernest and Elisabeth Cassutto Memorial Page.

**WEB LINK** The Holocaust/Genocide Project (HGP) is an international, nonprofit, telecommunications project focusing on study of the Holocaust and other genocides.

**WEB LINK** The Holocaust--A Guide for Teachers is an excellent teacher's guide to many important Holocaust topics such as prejudice, antisemitism, and Fascism. Each chapter includes objectives, activities, discussion questions, and other aids for the teacher.

**WEB LINK** The Holocaust: The Heart of Intolerance, an interdisciplinary unit of study for ninth grade.

**WEB LINK** Holocaust and Genocide Curriculum from the New Jersey Commission on Holocaust Education.

**WEB LINK** Study guide with activities was created for the PBS production The Trial of Adolf Eichmann.

**WEB LINK** Teacher Workbook for the exhibit, Anne Frank in the World, 1929-1945, produced by the Friends of Anne Frank in Utah and the Intermountain West Region.

**WEB LINK** Tereas Morretta's Holocaust lesson plans for grades 4-12.

**WEB LINK** The Truth About Anne Frank is a twelve hour class outline available at the Cybrary.

**WEB LINK** Curricular resources bibliography from the Simon Wiesenthal Center.

**WEB LINK** Sunshine State Standards.

<http://fcit.usf.edu/holocaust/activity/HighSchl.htm>

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[A Teacher's Guide to the Holocaust](#)

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<http://fcit.usf.edu/holocaust/arts/musreich.htm>

## Holocaust education is teaching hatred against Germans

### Nazi War Criminal Erich Priebke's Last Testament: 'Jews were to Blame for the Holocaust'

By **UMBERTO BACCHI**

**INTERNATIONAL BUSINESS TIMES**



#### Nazi war criminal Erich Priebke has died aged 100 in Rome (Reuters)

Nazi war criminal Erich Priebke [died aged 100 in Rome](#) without an iota of remorse for the monumental horrors inflicted by Hitler on European civilisation.

In a written interview recorded a few months before his death, Priebke, who was jailed for life over the execution of hundreds of Italians in the so-called Ardeatine massacre, denied the Holocaust and defends Adolf Hitler and the Nazi ideology.

Asked if he still consider himself a Nazi, Priebke answers: "I've chosen to be myself."

"[Nazism] is my way of looking at the world. It's my ideals, it is what for us, Germans, was the 'Weltanschauung' (worldview), which has to do with honour and self-respect also today."

The text of the interview was given to **IBTimes UK** by Priebke's lawyer, Paolo Giachini, who was tasked by the

former Schutzstaffel (SS) captain with releasing it after his death. He said it is Priebke's "human and political will".

In the interview, Priebke proved an arrogant Nazi monster until his dying day. He claims Jews are partially to blame for the Holocaust, the true extent of which he denies. He reveals himself as an unreconstructed anti-Semite who continued to peddle the lies that stoked the genocide of six million Jews, among them 1.5 million children, as well as millions of Russians, Poles, gypsies and homosexuals.

"Responsibility lies with both parties," he says. "Due to their religious beliefs most Jews considered themselves better and above all other human beings." Priebke adds, though, that he doesn't hate Jews. "There are also good people among them."

"In Germany Jews' behaviour was openly criticised since the early 1900s. They had amassed a huge economic and political



power, despite being a scanty part of the world population. This was perceived as unjust.

"It is a fact that even today if you take the 1,000 most powerful and rich individuals in the world, most are Jews," Priebke said..

Priebke claimed that Jewish migrants from Eastern Europe caused "a real catastrophe" in Germany after the First World War.

"They stockpiled huge capital while most of Germans were living in poverty. Moneylenders got richer and annoyance towards Jews grew higher," Priebke says.

Priebke said Hitler tried to persuade Jews to leave Germany peacefully but "had to lock them up in lagers as war enemies" after Kristallnacht, the Night of Broken Glass.

On that night, of 9-10 November 1939, at least 91 Jews were killed and some 30,000 arrested as part of a Nazi pogrom that was purportedly sparked by the killing of a German diplomat, Ernst vom Rath, by German-born Polish Jew Herschel Grynszpan, in Paris.

Jewish stores, synagogues and homes were raided and had their windows smashed, filling streets with broken glass.

That night signalled the beginning of the Holocaust, and the systematic extermination of six million Jews.



**A young Erich Priebke is seen wearing the Nazi uniform in this undated picture (Wikipedia)**

Priebke personally oversaw the killing of at least 80 people who died in the Ardeatine massacre in 1944.

Aged 20, Priebke joined Hitler's National Socialist German Workers' Party as it rose to power in 1933.

He was soon spotted by SS chief Heinrich Himmler, who enlisted him into the ranks of the feared Nazi elite military unit, the SS.

During the Second World War he served under the command of Herbert Kappler in Rome.

On 23 March 1944 Kappler ordered the execution of 335 Italians, in retaliation for an attack by partisan troops that had killed 33 German soldiers.

The execution by firing squad was carried out under captain Priebke's supervision in the ancient Ardeatine Caves in central Rome.

At his trial Priebke claimed he had only ticked off the names of those killed from a list that included 12 underage boys, about 80 Jews and a Catholic priest.

His interviewee, whose identity is unknown - according to Giachini might be one of Priebke's relatives - fails to ask him any question on the issue.

Priebke dismissed concentration camps as normal war prisons, saying they featured good kitchens and brothels for the inmates to use.

"To lock up people that were a threat to national security was a normal thing during the war," Priebke said. "Russians and Americans did the same."



**Nazi war criminal Erich Priebke denied the holocaust in his last interview (Reuters)**

He claims the gassing of millions of Jews did not happen and that the existence of gas chambers was invented at the Nuremberg trials of Hitler's top Nazi henchmen.

He describes Nuremberg as a "show trial" and a farce set up to dehumanise Germans and cover up war crimes made by the US and its allies.

"The activity carried out by a gas chamber is invasive towards the environment and terribly dangerous, deadly, also on the outside.

"To kill millions of people this way, in the same place where other work and live, without them to notice anything is absurd," he said.

Priebke claimed he was "dismayed" when he first heard about gas chambers after the end of the war.

He said the world was "brainwashed" by US propaganda to believe that Germans were evil, so that the allies could get away with the indiscriminate bombings of German cities and rule the world undisturbed according to their economic and political interests.

Priebke adds that the Holocaust was Hollywoodised to sell movies and books, which revenue was used to fund the state of Israel.

He dismissed all witnesses' accounts and evidences, including videos and photographs, of cruelties and inhumanities in concentration camps as "false".

At the end of the war Priebke went into hiding in South America. He was discovered working as a school teacher in Argentina in 1994 by an American journalist and was then extradited to Italy.

He was sentenced to life in prison in 1998 but was later allowed to serve his term under house arrest due to his advanced age and poor health.

The interview was recorded in Rome, a few days before Priebke's 100th birthday in July.

On the day of his birthday members of the Italian Jewish community staged a demonstration in front of his house against plans to hold a public celebration.

"When you're a killer age doesn't matter. No birthday parties for the Nazi" a slogan read.

Despite being under house arrest, Priebke's was allowed to go out, do his own shopping and dine at restaurants. His relaxed jail regime was unpopular with many Italians, especially considering of his total lack of remorse.

On Christmas Day a few years ago, people living opposite his house unfurled a banner in front of his window, reading: "Happy Christmas, murderer."

Below is the original text of the interview in Italian.

<http://www.ibtimes.co.uk/articles/513290/20131011/nazi-war-criminal-erich-priebke-political-will.htm>

# Nazi's body should be incinerated: Jewish group



America's world news site

Agence France-Presse October 14, 2013 07:33

The body of Nazi war criminal Erich Priebke, who died last week in Italy aged 100, should be sent to Germany and incinerated, the head of the Simon Wiesenthal Centre said in an interview.

Efraim Zuroff, who heads the Jewish Nazi-hunting organisation, told La Stampa daily's Monday edition that Germany had the "best laws" to avoid the funeral becoming a neo-Nazi rally.

"The best thing would be to send the body back to Germany for it to be incinerated," Zuroff said.

"That would be the most efficient way to leave no trace of a Nazi criminal like Priebke," he said.

"Hitler's body was also burnt and that was the best solution because it allowed the destruction of everything Nazism represented," he said.

Priebke's lawyer had initially said that the former SS officer could be buried in Argentina, where he lived after the Second World War. But Argentina said it would not accept his remains.

Rome religious authorities have also said there can be no church funeral for Priebke in the city.

Priebke was tried for the Fosse Ardeatine massacre of 335 civilians outside Rome in 1944 and was living under house arrest when he died on Friday.

After the war, Priebke escaped from a British POW camp and was supplied with Vatican travel documents by a Catholic bishop. He lived in Argentina as a free man for decades.

He was extradited to Italy in 1996. Priebke never showed regret for his actions, saying only that he had followed orders.

jlv-dt/ide

<http://www.globalpost.com/dispatch/news/afp/131014/nazis-body-should-be-incinerated-jewish-group>

## Nazi War Criminal Erich Priebke's Son Sparks Outrage over Israel Burial Rant

By [UMBERTO BACCHI](#) : Subscribe to Umberto's [RSS feed](#) | October 14, 2013 5:52 PM BST



**Nazi war criminal Erich Priebke has died aged 100 in Rome (Reuters)**

The son of late Nazi war criminal Erich Priebke has sparked moral outrage by suggesting his father should be buried in Israel, after a number of authorities around the world refused funeral rites for his corpse.

"Where should he be buried? To me also Israel would be good, so that they're happy," Jorge Priebke, told Italian Ansa news agency.

"It's unfair," he added, referring to the controversy over his Priebke's funerals. "Why they always pick up on someone [for things happened] during war time, more than 60 years ago.

"They should stop being such a pain in the neck, they are resentful, they've been a pain in the neck to the world since before Christ," Jorge Priebke said.

Efraim Zuroff, the head of the Simon Wiesenthal Centre, told IBTimes UK Priebke's son didn't even deserve a response.

"He is an ignorant racist sympathetic to the Nazis. What he matters about is the memory of his father but unfortunately for him and especially for us his father was a Nazi murderer," said Zuroff, who wrote a book on the Jewish Nazi-hunting organisation's activity titled Operation Last Chance: One Man's Quest to Bring Nazi Criminals to Justice

"It is exactly this kind of anti-Semitic comment that helped creating the background for the rise of the Nazi party."

Zuroff suggested Priebke's body should be sent back to Germany and incinerated.

"The victims of the Nazis had their bodies burnt and their relatives had no place to go [to mourn them]. That's exactly what he [Priebke] deserves," he said.

Priebke a former Schutzstaffel (SS) captain [died aged 100 in Rome](#), where he was serving a life sentence over the so-called Ardeatine Caves massacre.

On 23 March 1944 he oversaw the execution of 335 Italians in retaliation for an attack by partisan troops that had killed 33 German soldiers.

Those executed were shot in the back of the head in the ancient Ardeatine Caves in central Rome. Victims included political dissidents, underage boys, about 80 Jews and a Catholic priest.

Priebke never showed remorse for his crime nor for the horrors of the Nazi regime.

In an [interview recorded months before his death](#), he denied the Holocaust and defended Adolf Hitler and the Nazi ideology. He claimed Jews were partially to blame for their persecution and that death camps and gas chambers were a lie made up by the US after the war.

Thus the Vatican refused him a church funeral, citing a canon law that bars ceremonies for manifest sinners who refuse to repent.

Rome's mayor said he would ban a public funeral. He was echoed by the mayor of the small town of Pomezia, who insisted there was no room for Priebke's body in the local WWII German military cemetery.

"This unrepentant mass murderer does not deserve a funeral in the City from where he took innocent Christians and Jews to their death," said Rabbi Abraham Cooper associate dean of the [Simon Wiesenthal Center](#).

Burial was also denied by Priebke's native town of Hennigsdorf, on the outskirts of Berlin, and by Argentina, where the Nazi criminal lived for about 50 years after the war.

"Foreign Minister Hector Timerman has given the order not to accept the slightest move to allow the return of the body of Nazi criminal Erich Priebke to our country," the Argentinian foreign ministry tweeted.

Priebke's son is still living in San Carlos de Bariloche, where his father was discovered working as a teacher in 1994.

He was extradited to Italy where he was sentenced to life in prison in 1998 but was later allowed to serve his term under house arrest due to his advanced age and poor health.

<http://www.ibtimes.co.uk/articles/513756/20131014/erich-priebke-buried-israel-nazi-war-criminal.htm>

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## Google search 12.14 hours, 13 October 2013

[https://www.google.com.au/search?q=Erich+Priebke+dead&ie=utf8&oe=utf8&rls=org.mozilla:enUS:official&client=firefox-a&gws\\_rd=cr&ei=F\\_pZUtmHLciriAffjYGQAg#q=Erich+Priebke+dies+&rls=org.mozilla:en-US%3Aofficial](https://www.google.com.au/search?q=Erich+Priebke+dead&ie=utf8&oe=utf8&rls=org.mozilla:enUS:official&client=firefox-a&gws_rd=cr&ei=F_pZUtmHLciriAffjYGQAg#q=Erich+Priebke+dies+&rls=org.mozilla:en-US%3Aofficial) **35,700,000 results (0.26 seconds)**

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## Search Results

News: [Erich Priebke, convicted Nazi war criminal, dies in Rome aged 100](#)



AFP

ABC Online - 5 hours ago

**Erich Priebke**, a former German SS officer who never expressed remorse for his role in one of Italy's worst wartime massacres, **dies** aged 100.

[Former Nazi SS captain Erich Priebke who was sentenced for WW2 massacre dies aged 100](#)

Express.co.uk - by Dion Dassanayake - 9 minutes ago

[More news for Erich Priebke dies »](#)

[Erich Priebke - Wikipedia, the free encyclopedia](#)

en.wikipedia.org/wiki/[Erich\\_Priebke](#)

Jump to [Death](#) - [Death](#)[edit]. Priebke died on **11 October 2013 at the age of 100**, from natural causes.

[History](#) - [The trials](#) - [Trivia](#) - [See also](#)

[BBC News - Nazi war criminal Erich Priebke dies](#)

[www.bbc.co.uk/news/world-europe-24493079](http://www.bbc.co.uk/news/world-europe-24493079)

1 day ago - Nazi war criminal **Erich Priebke**, who was serving a life sentence for his role in a WWII massacre, **dies** in Italy aged 100, his lawyer says.

[Nazi war criminal Erich Priebke dies in Rome aged 100 | Mail Online](#)

[www.dailymail.co.uk/.../Nazi-war-criminal-Erich-Priebke-dies-Rome-aged-...](http://www.dailymail.co.uk/.../Nazi-war-criminal-Erich-Priebke-dies-Rome-aged-...)

17 hours ago - The former Nazi SS officer (pictured), who was living under house arrest in Rome for wartime atrocities, was declared **dead** by his lawyer today.

[Nazi war criminal Erich Priebke dies in Rome at age of 100 | JPost ...](#)

[www.jpost.com/.../Nazi-war-criminal-Erich-Priebke-dies-in-Rome-aged-...](http://www.jpost.com/.../Nazi-war-criminal-Erich-Priebke-dies-in-Rome-aged-...)

23 hours ago - **Priebke** had been under house arrest for killing of 335 civilians in 1944, in one of Italy's worst WWII atrocities.

[Nazi war criminal Erich Priebke dies aged 100 | The Times](#)

[www.thetimes.co.uk/tto/news/world/europe/article3893325.ec](http://www.thetimes.co.uk/tto/news/world/europe/article3893325.ec)

**8 hours ago** - He died in Rome having served **15 years** under house arrest following a life sentence for the Ardeatine Caves massacre of 335 men in 1944.